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ABSTRACT

This module was developed to help preservice and inservice teachers understand the rationale behind the community education movement, its development in North Carolina, and how to infuse at least one of its components (use of community resources) into classroom instruction. The module consists of three units. The first unit is designed to help teachers gain an understanding of some of the major crises in public education. The second unit explains the community education movement in North Carolina and lists the major facilitators who can help classroom instructors. The final unit deals with the actual infusion of community education resources into a classroom lesson. Scattered throughout the module are learner activities for students/teachers to complete and mail for evaluation. Extensive appendixes list community education resources and provide forms to be used in developing community education activities. (KC)

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COMMUNITY EDUCATION RESOURCES INFUSION MODULE for K-12 INSTRUCTORS

by

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AN OVERVIEW OF THIS MODULE

Upon completion of this module, you will be able to understand the rationale of the community education movement, its development in North Carolina, and how to infuse at least one of its components into your classroom instruction, i.e. utilization of community resources.

This module consists of three major units. The first unit is designed to help you gain an understanding of some of the major crises in public education. From the second unit you should have a greater appreciation of the community education movement in North Carolina and who the major facilitators are that can help you as a classroom instructor. What you learn from Unit I and II will assist you with the actual infusion of community education resources into a classroom lesson which is dealt with in Unit III.

If you have trouble completing any part of this module or need more information on any topic within this module, there are resources to help you. Community education materials are housed in Room 309 Duncan Hall, Reich College of Education, and at Belk Library on the Appalachian State University campus. Your local and regional community education resource person can also be of assistance to you if you have trouble with this module or when you desire more information to supplement the content of any unit of this module. Listing of your resource persons are found in Unit II page 27-28 and in appendix G-117 and following.

Scattered throughout this module you will find "LEARNER ACTIVITIES". Each activity is on a separate blue sheet of paper. You are to complete each activity and some are to be mailed to the Center for Community Education, Appalachian State University, 309 Duncan Hall, Reich College of Education, Boone, N.C. 28608. Keep a copy of your learner activities, since originals may not be returned to you!

INTRODUCTION TO UNIT I

Throughout your pre and in-service educational experiences you will be hearing the term "community education" or "community schools" and, in many cases, will be actively involved in its implementation within the classroom. In this first unit, you will examine community education from a broad perspective, including its philosophy, rationale, and related concept components.

Upon completion of the unit, you will have gained a general awareness and understanding of the concept of community education. You will be able to:

1. List criticisms of American education which community education seeks to answer or remedy.

2. Begin to personally define community education and its component parts.

3. List generalizations appropriate to community education.

4. Identify advantages when community education is used as a delivery system.

The resources you need to complete this unit are:

1. A pen or pencil and access to a typewriter.

2. An interview with your school districts "Community Education Coordinator" and interview with your Regional Education Center's "Community Education Specialist."

3. View the film "A Sense of Community" available at Belk Library, North Carolina Center for Community Education at ASU, or at your Regional Education Center.

Why Community Education

Conditions Calling for School Reform

Community education has been and continues to be one response to the repeated need for reform of the American public school educational structure. Throughout the sixties, seventies, and eighties, critics of education have been prolific in their writing pertaining to the need for educational change. Parents, non-parents and members of the business industry, legislators, governors and significant others have expressed a growing concern that the educational needs, wants and concerns of the American youth are not adequately being met. Students themselves have expressed dissatisfaction in a variety of ways. The specific concerns of these varying groups may differ according to their perceptions and needs; yet, all would seem to indicate that the American system of education is in need of reform at all levels.

The Department of Education's document by Carl F. Wilson reports that "education is an experiment". It goes on to say that the American model, providing thirteen years of primary and secondary schooling from kindergarten through grade twelve is one form of the experiment. This model is neither universal nor very old. Nevertheless, the American model is considered a tradition in American life. In whatever ways education matures in America, it will retain the marks of the present system. Whatever we want education to become in the future, we must understand what has been, and begin with what we have now.

According to the major criticisms of Americas education, what we have now is a system of education in which:

1. Too many students fail to see meaningful relationship between what they are being asked to learn in school and what they will do when they leave the educational system. This is true of both those who remain to graduate and those who drop out of the educational system.

2. There is a "sense of crisis" that schools have failed to meet our deeply held hopes and expectations: to promote equality of opportunity, to transmit vital cognitive skills to all educable children, and to foster each student's personal development, talents, and ability. (Hurn, 1978).

3. That schools have proven to be grossly inept at meeting the needs of children at both ends of the ability range, the "gifted" as well as, those who have been identified as "slow learners," "learning disabled", and "multiple handicapped." (Hurn, 1978)

4. Some view schools as being obsessed with order and control-coercive, anti-intellectual institutions that condemn children "to years of inhumane incarceration." (Whiteside, 1978)

5. Some groups are withdrawing their support (and children) from public schooling out of a conviction that it has become the embodiment of secular dominos, abetting rather than counteracting the social forces which they feel are producing a generation of ethically confused, if not morally barren youth bereft of the fundamental Christian values that for centuries have served as the cornerstone of our morality. (Nelson, 1973)

6. Critics allege, that bureaucratization of schooling has insidiously weakened what have traditionally been "intimate links between school and neighborhood". (Stamp, 1975)

7. Most critics are committed to keeping the system intact. For them the problem is not with schooling per se but rather with its present form; that they regard as being "obsolete" which is out of touch with the emerging needs of a post-industrial society. (Kerensky & Melby, 1975)

8. Our society and its educational institutions seem to have lost sight of the basic purposes of schooling, and of the high expectations and disciplined effort needed to obtain them. This is not surprising since schools and colleges are routinely called upon to provide solutions to personal, social, and political problems that the home and other institutions either will not or can not resolve. (The National Commission on Excellence in Education, 1983)

9. Too many persons leaving our educational system are deficient in the basic academic skills for adaptability in today's rapidly changing society. Approximately 13% of <u>all</u> 17 year olds in the U.S. are functionally illiterate. Additionally, there are 23 million American adults who are considered functionally illiterate by the simplest tests of reading and writing. <u>(A Nation at Risk, 1983)</u>

10. Other critics worry that an over-emphasis on technical and occupational skills will leave little time for arts and humanities that enrich life and develop a sense of community. <u>(A Nation at Risk, 1983).</u>

11. For too many people education means doing the minimum work necessary for the moment, should this surprise us since we often express educational standards in terms of "minimum requirements." (The National Commission on Excellence in Education, 1983)

12. American education, as currently structured, best meets the educational needs of that minority of persons who will someday become college graduates. It has not been given equal emphasis to meeting the educational needs of that vast majority of students who will never be college graduates.

13. The growing needs for continuing and recurrent education on the part of adults are not being adequately met by our current system of public education.

14. Insufficient attention has been given to learning opportunities outside of the structure of formal education which exist and are increasingly needed by both youth and adults in our society. (Hoyt 1975)

15. Today school curricula have been homogenized, diluted, and diffused to the point that they no longer have a central purpose. (A Nation at Risk, 1983)

16. Each generation of Americans has outstripped its parents in education, in literacy, and in economic attainment. For the first time in the history of our country, the educational skills of one generation will not surpass, will not equal, will not even approach, those of their parents. (The National Commission on Excellence, 1983)

The above are but some of the major conditions that exist today in our schools that are calling for educational reform. It is now obvious to a growing segment of the population that our educational system is not adequately meeting the needs of the students going through the system. Students are becoming frustrated and expressing discontent with a system which appears to many so irrelevant and fragmented. More and more students are asking "Why do I have to learn this?" and "How will this subject help me when I leave school?" For to many students, the typical school curriculum does not help them successfully make the transition from school to the "real world" and the communities in which they will live. Goldhammer and Taylor (1972) reported that:

> We currently fail to educate approximately one third of the youth enrolled in school. This is not due to the inadequacies of the students, but to the inappropriateness of the program to supply them with the kind of learning required. They are concerned with becoming independent adults, getting jobs, marrying, gaining status with their peers, and helping to solve the ills of the world. They perceive little or no connection between the educational content of the school and their own concerns.

Students continue to experience frustration due to the fragmentation present in the educational system. Separatism among the various courses of study is common and even within disciplines, little coordination or integration is apparent. Courses appear to be taught in isolation with little concern being given either to their interrelatedness and interdependence or to their practical application to the real world. Marland (1975) purports that "education's most serious failing is its self-induced, voluntary

fragmentation, the strong tendency of education's several parts to separate from one another, to divide the enterprise against itself." The Nation at Risk (1983) reports that in our "search for solution, there needs to include a commitment to "life-long learning" and that "non-school" personnel and resources should be employed to help solve some of our school problems.

Community educators argue that education must be transformed so that the development of the whole person can be achieved, an objective that cannot be realized in an educational process that focuses almost exclusively on cognitive outcomes and, moreover, excludes from this process the rich and diverse educational resources available beyond the four walls of the school (Decker, 1972). Not surprisingly, they also believe that the current role of schooling tends to isolate students from their community. In effect, students are expected to learn about the community in isolation from it rather than by participating in it. This practice, they argue, is pedagogical folly of the worst kind. (Taylor, 1984) Given this situation, the community must be incorporated into the educational process, not only by bringing the community into the school but also taking the school out into the community. Further, schooling must offer its charges a more "relevant" curriculum. The most effective way of doing so is to focus the learning process on problems of direct concern and interest to the learner. Seay (1974) and Totten argue that community education can extend our basic understanding and appreciation of "cultural trends," as well as effectively combat poverty, illiteracy, unemployment, crime, and delinquency. It will do so, he says, because it "has the power to influence the people of our nation to rebuild, when necessary, the forces of society which will assist the nation's movement toward equal opportunity for all people". Melby (1969) shares this conviction for him, community education is a social imperative if America is to redress the imbalances of wealth and opportunity that currently exists.

These and other community education writers believe that public schooling, operating within the framework of community education, will serve as the great equalizer. This is because, as the Mott Foundation sees it "the public school played the traditional role of common denominator in our society...[and by its very nature is] readily accessible to every man, woman, and child in the nation." Kerensky and Melby believe that the most effective mode of education for achieving the dual objective of individual and community development is community education.

Joseph L. Thorne (1976) sees the ..."role of the teacher as a Community Educator is to know the total world of the student, know the factors which influence achievement, provide experiences that take into consideration these basic factors and the total world of the student, and help the student estimate the probable consequences of the experiences provided or arranged; regardless of age or station or the time of day, bringing to bare and involving human, physical, social, and natural resources of the total community on each educational experience. The community is the school and the school is the community."

AN OVERVIEW OF COMMUNITY EDUCATION

Just What is Community & Education?

The word "community" comes from the Latin word communis, meaning fellowship or common feelings. In its earliest medieval usage the word meant a body of fellows in a close relationship. This feeling of personal relationship has survived today. Most people define community as their own town, place of residence, or neighborhood. (Hiemastra, 1972)

There are four distinct types of communities in the literature: (1) those based on national geographic boundaries, (2) those based on evidence as to the users of neighborhood facilities, (3) those based on the cultural characteristics of the residents, and (4) those based on resident perceptions. (Keller, 1968)

Community is not fixed: it changes as a result of experience of purposeful effort. It may even shift according to the problem that catches the attention of the citizen. (Biddle, 1966)

Our public schools are situated in communities made up not just of children, and their parents, but also the bachelors, widows, childless couples, the elderly, and business people who pay taxes for the support of the school, and are interested in and benefit from the school. A community is people coming into contact with one another exchanging information and practicing and developing a local culture based on past information shared. (Shoop, 1979)

Tonnies (1978) states that community is defined by family, neighborhood and friendship. Society is the larger world of large scale impersonal and contractual relationships and lack of personal relationships.

After analyzing over ninety definitions of community, George A. Hickey, Jr. (1977) concluded that the only common denominator to all these definitions was that they all included people.

Shoop (1979) says the community is like an individual organism. The relationships are so interconnected that any influence on one part is transmitted throughout the system. It has a collective personality that is something different from the individual components.

Dewey (1963), more than any educator before him, perceived most clearly the intertwining of school and society-the interrelationship between a community and its schools to establish true learning. He felt that "like mindedness," "common understanding" and shared "aims, beliefs, aspirations, and knowledge" constitute the essence of community. He defined education as "that reconstruction or reorganization of experience which adds to the meaning of experience, and which increased ability to direct the course of subsequent experiences."

H.G. Well's definition of education is similar in that he sees education as "the preparation of the individual for the community" which is, in fact, the primary objective of the community education movement as seen from the classroom teacher's viewpoint.

Mario Fantini (1978) sees community education as offering a "conceptual structure" that allows us to synthesize the best of our experiences thus far and at the same time develop opportunities not yet operational..."

One can conclude that community and education can be logically combined in a school setting and be properly termed community education.

TOWARDS A DEFINITION

Community Education is often defined as a philosophical concept which serves the entire community by providing for the educational needs of its community members. (Clark, 1977)

One form of that delivery system is the local schools which serve as a delivery system to bring community resources to bear on community problems, including K-12 instructional concerns, in an effort to develop a positive sense of community while moving toward community improvement.

The 1988 North Carolina Strategic Planning Committee for Community Education agreed on a common definition of community education, that being:

> "Community Education is a process of leadership which defines the needs, wants and concerns of individuals living within a defined community. Additionally, it facilitates the application of community resources to meet those concerns, thereby encouraging citizen participation, utilization of community resources, organizational partnerships, and lifelong learning." (Kussrow, 1988)

As a classroom teacher you may be involved in using all of these components of community education. The following is a brief description of the components that undergird current thinking in community education, as they relate to the classroom teacher, they are;

1. SYSTEMATIC CITIZEN PARTICIPATION
2. LIFELONG LEARNING
3. ORGANIZATIONAL PARTNERSHIPS
4. EFFECTIVE USE OF COMMUNITY RESOURCES

The following is a brief explanation of each of these community education components.

SYSTEMATIC CITIZEN PARTICIPATION

The principle of citizen participation assumes that people are capable of and entitled to be actively involved in decisions which affect them. Inherent in this principle is the belief that all citizens (students, parents, non-parents) can become full partners in existing and new structures which will assist them in the accomplishment of their goals. As such, their involvement can increase their abilities to solve their own problems and, thereby, become more self-reliant.

LIFELONG LEARNING OPPORTUNITIES

Lifelong learning opportunity assumes that people need occasions and resources to pursue learning in a variety of settings throughout their lives. Educational institutions, therefore, must be flexible, responsive, and respectful of the dignity and unique needs of learners of all ages. Individual and community betterment depends on the availability of such opportunities.

ORGANIZATIONAL PARTNERSHIPS

Public and private organizations can better meet their own goals and the expectations of their constituents through the fullest possible cooperation with other organizations. The potential for organizational partnerships has never been fully realized at the national, state, and local levels. Effective organizational partnerships can best be achieved through open dialogue, clarification of roles, cooperative planning, resource sharing and coordinated actions.

EFFICIENT USE OF COMMUNITY RESOURCES

In every community, human and physical resources can be utilized in concert with educational institutions and community agencies to respond to local needs. Community education can provide the opportunity to utilize these resources more efficiently by sharing in the development, promotion, and delivery of human services through cooperation.

LEARNER ACTIVITY #1

Name _____ Semester _____ Date _____

Address _____ Student I.D.# _____

_____

ALL RESPONSES ARE TO BE TYPED

Interview one of the following persons:

_____a professor of education
_____an elementary, middle, or high school teacher
_____a parent or non-parent adult in your community school district.

Name of person interviewed and his/her title and school system

_____

Ask their response to the following first three questions:

1. What is the basic purpose of education in schools?

2. What two major criticisms do you have of schools today?

3. What four changes would you like to see made in schools?

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4. How would you as a teacher relate their responses to questions 1, 2 & 3 to what you have earlier read about criticisms of American education and the community education concept?

Return this Learner Activity to:

North Carolina Center for Community Education
309 E Duncan Hall
Appalachian State University
Boone, North Carolina 28608

THE COMPONENTS OF A COMMUNITY SCHOOL

In your efforts to learn more about community education and in your role as a classroom teacher, you will be confronted by a number of people who have misconceptions of what community education and community schools are. To prepare you for these false concepts and misunderstandings about the meaning and potential of community education the following is offered for your review.

Misconcept #1

COMMUNITY EDUCATION IS A NEW CONCEPT, RECENTLY DEVELOPED AFTER THE ENACTMENT OF THE N.C. COMMUNITY SCHOOLS ACT OF 1977.

This is false! Community education has at least an eighty year history in the United States and can be traced back to early development in Wisconsin, Minnesota, Michigan, Oregon, Florida, and California, only to name a few sites. Seay (1974) states that "the current American concept of community education has developed out of three centuries of experience with schools and with non-school agencies that have performed various educational functions for the people of communities". The ASU Center for Community Education was established in November, 1973 and was preceeded by many other state level centers in the nation. Community education and community educators have been with us for many decades.

Misconcept #2

COMMUNITY EDUCATION IS COMMUNITY SCHOOLS.

Again this is false! Community education is a broad philosophical concept while community schools is one educational delivery system for the concept. Below is a review of components of a community school model for community education as outlined by Dr. Jack Minzey of Eastern Michigan University. (1980)

It might be said that public schools which have accepted the community education concept have also accepted an accountability model that includes areas of responsibility far greater than those generally assigned to schools in the past. In fact, an examination of the components of a community school will probably provide more understanding of community schools and their role in community education than can be gained from an examination of various definitions.

A School district which commits itself to community education and the development of community schools accepts the following six responsibilities.

1. **AN EDUCATIONAL PROGRAM FOR SCHOOL AGE CHILDREN**
   Of particular importance under the community education concept would be the stress on relevance, community involvement, and the use of community resources to enhance classroom teaching.

2. **MAXIMUM USE OF SCHOOL FACILITIES**
School buildings, usually the most costly facilities in the community, are often used only a small percentage of the time. They could be made available for student and community use. School facilities should be used for all types of community needs and their maximum use assured before new facilities are constructed.

3. **ADDITIONAL PROGRAMS FOR CHILDREN AND YOUTH**
An increasing need is for additional educational activities for school-age youngsters. The reduction in the school day and school year has resulted in students being forced to make choices in their educational programs rather than being able to pursue the kinds of educational experiences they both want and need. By expanding the educational activity offerings before and after the regular school day, on weekends, and during the summer, students have an opportunity for enrichment, remedial and supplemental educational activities, as well as recreational, cultural, vocational, and a-vocational experiences.

4. **PROGRAMS FOR ADULTS**
An important aspect of this component of a community school is that educational programs are recognized as being equally important for adults as they are for the traditional school population. Included would be such programs as basic literacy education, high school completion, recreational, a-vocational, cultural, and vocational education. The student body, for educational purposes would be all the people who reside in the community. We have known for many years that much of what our children learn comes from the community. Schools can have a substantial influence on a child's education, over and above that which they already have.

5. **DELIVERY OF COMMUNITY SERVICES**
Existing services of all kinds are encouraged, whenever possible, to use the school as a distribution point. The school would not provide the service, but would offer space in the school so that agencies, governmental units, and other groups can bring their services as near to the source of need as possible.

6. **COMMUNITY DEVELOPMENT THROUGH COMMUNITY COUNCILS**
This phase of a community school has often been described in relation to "participatory democracy." The purpose is to assist people in a particular neighborhood in dealing with their own problems. The school aids in the development of community councils and provides the training and leadership necessary to help these councils become viable organizations which can deal with both problem identification and problem solving.

Few school based community education models have reached their full potential, but continuous efforts are being undertaken in North Carolina and in forty-nine other states to implement the concept to its full potential.

Misconcept #3

COMMUNITY EDUCATION IS THE AFTER SCHOOL AND EVENING PROGRAM ENDEAVORS OF SCHOOL SYSTEMS.

This is an important responsibility but it is only one part of the total concept for a community school or community college as seen by the preceeding six items outlined by Dr. Minzey.

Misconcept #4

COMMUNITY EDUCATION IS A MEANS TO DELIVER VARIOUS FORMS OF REMEDIAL OR COMPENSATORY EDUCATION FOR SPECIFIC COMMUNITY MEMBERS.

Unfortunately, utilization of funds, designed for target populations, has encouraged misunderstanding of the total concept. The concept is not merely a program for the disenfranchised, the minority, or the elderly. It is a concept which recognizes that all community members can benefit from lifelong educational opportunities (Clark 1980)

In summary, there are many misconcepts as to what community education is and what its potential can be for improvement of the public schools. As a classroom teacher, you will not be expected to correct these misconcepts for your district but only to be aware of them so that they do not interfere with your role as a classroom teacher employing the community education concept and its component parts to its full potential. If you would like your district to receive assistance contact your Center for Community Education at Appalachian State University.

What Does Community Education Expect the Classroom Teacher To Do?

1. Community education expects teachers to embrace the concept of community education and adopt its basic assumptions and goals. It asks teachers to search their own conscience, their professional convictions regarding the reasons for public education, the conditions existing in their schools, the needs of their students, and the rapidly changing needs of society that have resulted in the current community education movement.

2. It asks teachers to view the classroom, school, and school district as a learning community. Geographically, the school community members live in close contact for a significant part of their days. Many teachers and students spend more time in the school community than they do in their neighborhood community.

3. Community education asks the classroom teacher, on a regular basis, to use the resources of the community in their K-12 instruction.

4. Community education asks the teacher to move the classroom to the community wherever it can provide a better learning environment than the school. This move into the community can be as a total class, a small group, or only one student. (Hickey 1977)

5. Classroom teachers must seek out and capitalize upon the wide variety of means available for emphasizing the community education components in their regular teaching assignments as they seek to help students learn.

6. Community education asks the classroom teacher to emphasize a "sense of community" where students, parents, and non-parent participants see themselves as a positive contributor to their community.

7. Classroom teachers should emphasize community education components as a means of motivating students to learn more of the regular course content the teacher is attempting to teach. This approach should add to, not detract from, the opportunity for students to learn the subject matter. Students should be further motivated because of the relationship between what is being taught and its application to their lives. This practice places knowledge from the classroom into a context of functional learning.

8. Community education helps teachers give students insight into their environment, it impels rather than compels students to come to school. The teacher is allowed to observe student behavior in new situations where the learner is stimulated and motivated to learn.

9. The concepts ask the teacher to seek out and capitalize upon cooperative activities involving the efforts of several teachers, or the entire teaching staff of the school, in order to emphasize community education implications to students.

10. The classroom teacher will need to work cooperatively with those charged with other community education or community school responsibilities for other components and delivery systems of the total community education concept. Teachers must seek ways of working cooperatively with other teachers, the business-industry-labor community, counselors, agencies, parents and non-parents. By bringing together their components and actors the teacher will find that they will be able to provide additional knowledge, ideas, and expertise to their classroom instruction.

At first glance this concept appears to require substantial changes in teacher behavior, yet hundreds of teachers across America have become community education proponents. Unit III will show you how to infuse specific community education components into K-12 instructional programs.

Following is a review of the basic beliefs that you as a professional educator will need to consider if you are to be a successful community educator in a classroom setting.

COMMUNITY EDUCATION ASSUMPTIONS AND BELIEFS

A SAMPLE LIST

1. PEOPLE WANT TO LEARN.
2. PEOPLE WANT TO SHARE.
3. LEARNING IS AN ON-GOING PROCESS.
4. NEEDS CAN BE REALIZED.
5. PEOPLE CAN WORK TOGETHER.
6. ALL PUBLIC FACILITIES SHOULD BE USED TO THE FULLEST.
7. IT'S GOOD THAT PEOPLE ARE INVOLVED IN MAKING DECISIONS THAT EFFECT THEIR LIVES.
8. THERE ARE RESOURCES WITHIN A COMMUNITY TO SOLVE PROBLEMS.
9. LEARNING IS A LIFE-LONG PROCESS.
10. COOPERATION IS ESSENTIAL TO SUCCESS.
11. COMMUNITY EDUCATION SERVES AS A CATALYST.
12. PEOPLE LIKE TO LEARN AND DO NEW THINGS.
13. COMMUNITY INVOLVEMENT IS NECESSARY.
14. SCHOOLS SHOULD EMBRACE THE OVERALL COMMUNITY EDUCATION K-12 PROGRAM.
15. COMMUNITY EDUCATION ENCOURAGES SELF-ACTUALIZATION IN ALL THE LIFE ROLES.
16. COMMUNITY EDUCATION PROVIDES FOR POSITIVE CHANGE IN THE COMMUNITY.
17. COMMUNITY EDUCATION ENCOURAGES AGENCIES TO CONTRIBUTE MORE TO THE COMMUNITY.
18. COMMUNITY EDUCATION PROVIDES MOTIVATION FOR COMMUNITY INVOLVEMENT.
19. UTILIZATION OF EXISTING COMMUNITY TALENT IS OF UTMOST IMPORTANCE.
20. COMMUNITY EDUCATION IS THE RESPONSIBILITY OF EVERYONE.

List of beliefs adopted from a Nome, Alaska community education participant workshop.

COMMUNITY EDUCATION

IS NOT:		BUT IS:
INDIVIDUAL	.....	COMMUNITY (PEOPLE)
ISOLATION	.....	INVOLVEMENT
UNEXAMINED NEEDS, WANTS	.....	ASSESSED NEEDS, WANTS
INDIVIDUAL PROBLEM SOLVING	.....	GROUP PROBLEM SOLVING
AGENCY PROGRAMING	.....	AGENCIES PROGRAMING
ONE PERSON	.....	EVERYONE
SILENCE	.....	COMMUNICATION
FRAGMENTED	.....	ORGANIZED-LINKAGES
STERILE	.....	VIABLE
APATHY	.....	SHARING AND CARING
APPREHENSION	.....	TRUST
CLOSED CLIMATE	.....	OPEN CLIMATE
FIXED OR LIMITED	.....	FLEXIBLE AND BROAD
COMPETITION	.....	COOPERATION
DUPLICATION	.....	COORDINATION

Adopted from a list by William R. Cieri, Community Education Administrator, Elmira City School District, Elmira, New York.

LEARNER ACTIVITY #2

Unit I Summary

Name _____ Semester _____ Date _____

Address _____ Student I.D.# _____

_____

ALL RESPONSES ARE TO BE TYPED

The following questions are designed to aid in assessing the knowledge you gained from this Unit. If you have problems answering any of the questions, refer to the page number listed after each question to review the appropriate material.

1. Community education has emerged as a possible answer to many inadequacies of the American educational system. List five (5) criticisms of American education which community education seeks to help to remedy. (see pages 3, 4, and 5).

2. Community education purports to address some major social concerns in our society and schools. List three societal concerns that community education authors hope the movement can have a positive impact upon. (see pages 5 and 6)

3. Define the terms community and education.(see pages 7 and 8)

4. Define the term community education. (see page 8)

5. List the components of community education. (see pages 8 and 9).

6. List three (3) misconcepts about community education. (see pages 11, 12, and 13)

7. List four (4) expectations of the classroom teacher when community education is implemented. (see pages 14 and 15)

8. List five (5) assumptions or beliefs about community education. (see pages 16 and 17)

9. Write your personal definition of community education from the viewpoint of a classroom teacher.

RETURN THIS LEARNER ACTIVITY TO:

North Carolina Center for Community Education
309 E Duncan Hall
Appalachian State University
Boone, N.C. 28608

LEARNER ACTIVITY #3

Name _____ Semester _____ Date _____

Address _____ Student I.D.# _____

_____

_____

ALL RESPONSES ARE TO BE TYPED

To fulfill the requirement of this Learner Activity, it will be necessary for you to view the film, "A Sense of Community," produced by the Mott Foundation, Flint, Michigan. This film may be found at your Regional Education Center or Belk Library or the N.C. Center for Community Education at A.S.U.

1. A number of people in the film gave a short definition of community education. List two (2) definitions of what they felt community education was all about.

2. Examples of each of the major components of community education were shows in the film. Below are listed the components. State at least one example of each component you saw on the film.

   -Systematic Citizen Participation
   Example from film:

   -Organizational Partnerships
   Example from film:

   -Lifelong Learning Opportunities
   Example from film:

   -Effective Use of Community Resources. Example from film:

3. Many individuals in the film talked about a lack of "sense of community" and their belief community education would help solve community needs. List two (2) needs that were being addressed in the film.

4. List three (3) types of community resources that the schools were using in the community education programs.

Congratulations on having completed Unit I. You have learned about the community education movement and the reasons for its development. You have also learned what is expected of the classroom teacher and the benefits to the student when the community education concept is used as a delivery system. In Unit II you will focus upon community education in North Carolina and become more knowledgeable about the concept and its facilitators in North Carolina.

If you should desire to read more about any of the references sited in Unit I, you may do so by referring to Appendix K on pages 133-134 for a bibliography of readings and authors sited in Unit I.

COMMUNITY EDUCATION IN THE UNITED STATES AND NORTH CAROLINA

As a result of completing Unit I, you now have a broad overview of the concept of community education. You have been given information as to its rationale for development, as well as information relating to the general component of community education. In the second unit, you will become familiar with the movement on a national basis and the organizational support structure for community education in North Carolina.

As a result of completing this unit, you will be able to:

1. Write a brief history of the community education movement in North Carolina.

2. Describe in-place support structures for the classroom teacher at the state, regional and local district level.

The resources needed to complete this unit are:

1. A pen or pencil and access to a typewriter.

2. A visit to your Regional Community Education Specialist.

3. An interview with your local school district community education coordinator (building level or district level). Names and address are available by calling the Regional Education Center or Division of School-Community Relations, Department of Public Instruction, Raleigh, N.C. (919) 733-4258. The Appendix G-117 starting on page 117 also contains a listing of your district's community education coordinator.

OVERVIEW OF NATIONAL GROWTH

Community education has experienced a rapid growth in recent years. As more and more school districts become aware of the concept, there is an increased focus on initiating developmental efforts. As it stands now, there are over 10,500 school districts offering community school programs, represented in all 50 states. In addition, there are 38 states which currently provide some funding for the support of community schools in local districts. North Carolina receives over 4.5 million dollars for community schools and has programs in all of its 140 school districts.

Other significant facts

Each of over 48 state departments of education has added staff to coordinate and facilitate statewide development of the community schools movement. North Carolina has one of the largest staff in the nation.

Over 119 training centers, located in universities and colleges, have been established to provide for the training of professional community educators and community school personnel. In North Carolina we have two recognized centers: ASU in Boone, and the State Department of Public Instruction in Raleigh.

The National Center for Community Education, 1017 Avon Street, Flint, Michigan, 48503, provides short term workshops to any population interested in the movement.

The National Community Education Association, 119 North Payne Street, Alexandria, Virginia, 22314 is a professional association for community educators. The NCEA offers several publications to its membership, coordinates legislative activities and sponsors meetings and training sessions.

The C.S. Mott Foundation, 510 Mott Foundation Building, Flint, Michigan, 48502, has long been a primary benefactor in the development of community education. With its initial support (since 1935) of the Flint, Michigan community schools, efforts have extended to support of over one hundred training centers across the country and world. The Foundation publishes many materials including the "Guide to Community Education Resources" which list centers for community education in all parts of the country that provide information, technical assistance and training. Copies of the directory can be obtained by calling (313) 238-5651 or by contacting your state Centers for Community Education. A recent copy of the directory is included as the last Appendix in this module.

As a public school teacher you can find a support system for community education in any state you may teach in during your professional career. Each state varies as to funding, program emphasis and training opportunities. The above resources are a support network for you to call upon during your efforts to integrate community education into your classroom instruction. More information about these resources is available from the North Carolina Center for Community Education at ASU.

National Influences on North Carolina's Community Education Movement

On a national level the movement can be traced back to early recreators in Wisconsin and Minnesota. Later, Frank Manley would be given the title of "the Father of Community Education" because of his work with C.S. Mott and the Mott Foundation in Flint, Michigan. There were a number of pioneers in community education programs including locally Maurice F. Seay, who was developing community education programs for individuals who were served by the Tennessee Valley Authority (TVA).

From these early community education\community schools efforts evolved models, training, professional staff, and funding sources that would flow directly into North Carolina. An example of this influence can be seen in a 1971 project at Appalachian State University where Dr. Paul Fedderoff of Central Michigan University helped establish a pilot project in community schools education. He worked with a number of individuals including a North Carolina pioneer Rex Wittington, then Associate Superintendent of Wilkes Schools, Wilkesboro, North Carolina.

In 1974 the National Community Schools Act passed and in 1978 became known as the Community Schools and Comprehensive Community Education Act. This newly created federal office coupled with the existing National Community Education Association (1966) producted training, process models, and a great deal of literature which directly influenced community education thinking in North Carolina.

The National Center for Community Education in Flint, Michigan offered the Seven University Interinstitutional Training Program, as well as, orientation and special topic workshops for a number of future North Carolinian community educators. Leadership training by the National Center ranged from two year Ph.D. programs to two to ten day orientation workshops. The Center's Mobile Training Institute has been brought to North Carolina on two occasions by the ASU Center for Community Education.

Additionally, the Mid-Atlantic Consortium housed in Virginia provided community education training over a five year period to representatives from North Carolina and surrounding states.

In brief, national and regional influences prepared much of the ground work prior to any formal state level centers, associations or legislation that could be termed the North Carolina community education movement.

Historical Overview of Community Education in North Carolina Individuals

As mentioned, many individuals, agencies, and institutions provided support to the movement prior to any "formal" support systems being established. Often this support would be depended upon one person's interest and initiatives. Historically, such energetic persons would last three to five years and then move on to new job responsibilities or simply be unable to sustain their level of involvement. Thankfully in this state there are a handful of persons who have more than ten years of continuous service to the movement and they provide a solid foundation for community education in North Carolina Following is a brief overview of three of the primary support systems in the North Carolina community education movement.

North Carolina Center for Community Education at Appalachian State University.

One of the earliest recognized support systems for community education was the Center for Community Education within the College of Education at Appalachian State University, established in November, 1973. The Center employed a professor who was released part-time from teaching duties. The Center's services were and continue to be, to provide;

1. Dissemination of information about the philosophy of community education and the community school concept.

2. Consultant services and technical assistance to communities and agencies interested in implementing or expanding community education efforts.

3. Training through pre-service, in-service, academic, and non-academic workshops and institutes.

4. Evaluation and assessment services to assist in the continual improvement of comprehensive community education programs and processes.

These services became the mission of the Center and took on greater momentum with the employment of its first full-time Director Dr. Heath Rada in 1977. By 1979, Appalachian State University had received approval from the Board of Governors to establish the state's only Master of Arts in Community Education. In 1980 Dr. Paul G. Kussrow became Director and continued the tradition of service to the citizens of North Carolina. To date the Center has graduated 120 M.A. degree students and hundreds of training session participants from Boone to Beaufort, North Carolina. (Phone (704) 262-2215).

Division of School Community Relations, State Department of Public Instruction

In 1975, Lt. Governor James Hunt established as one of his campaign planks the greater involvement of citizens in North Carolina's public schools. The Community Schools Act (Senate Bill 237) was passed by the legislation in 1977. The purpose of this act was to encourage greater community involvement in the public schools and greater community use of public school facilities. To this end it was declared to be the policy of the State to: 1) provide for increased involvement by citizens in their local schools through community school advisory councils, and 2) to assure maximum use of public school facilities by the citizens of each community in the State.

Funding for this act has been significant and now all 140 local education agencies have a designated community schools coordinator. The North Carolina Department of Public Instruction established the Division of School-Community Relations with a full time staff. (Phone (919) 733-4258)

North Carolina Association for Community Education

In 1977 the Director of the Center for Community Education at Appalachian State University, Dr. Heath Rada, sponsored a series of four workshops in Raleigh and in Boone to educate people about community education. A large number of people from a variety of backgrounds attended these workshops and became enthusiastic about the philosophy and its potential in North Carolina.

Dr. Rada utilized a multitude of resource people in these workshops, many of whom came from states that had already established community education associations which drew their members from many different professional and community groups. The participants felt there was a need in North Carolina for a similar organization and the idea of the North Carolina Association for Community Education grew out of this need. Ms. Rosemary Jones from the Wake County Public Library spearheaded the effort to harness the energy from these workshop discussions and helped transform it into an active drive for organization. Bill Fowler, an Agricultural Extension agent in Durham County, was instrumental in developing plans for the first community education conference, scheduled for Greensboro on February 27-29, 1978. Ms. Jo White, from Reidsville public school system, was elected the organization's first president. To date NCACE has over 230 members and continues to be a strong professional organization for all community educators in North Carolina.

Significant Others

Affiliate supporters of North Carolina's movement have included; the N.C. School Volunteer Program, Inc., the N.C. Arts Council, N.C. A&T State University, Governor's Office of Citizens Affairs, East Carolina State University, The Community College System, Literacy Council, Adult Education Association, Parks and Recreation, Agriculture Extension, only to name a few.

REGIONAL COMMUNITY SCHOOL SUPPORT SYSTEMS FOR THE CLASSROOM TEACHER

There are eight (8) regional North Carolina Education Districts. Each district has a full-time person whose title is Regional School Community Relations Coordinator. Below is a map of the Regional Centers and a listing of the coordinators by region. These regional coordinators provide guidance and technical assistance to the local districts, and serve as resource persons. Note your regional center community relations specialist from the following listing which contains name, address, and phone numbers.

North Carolina Education Districts

REGIONAL CENTERS

1 Northeast, Williamston
2 Southeast, Jacksonville
3 Central, Raleigh
4 South Central, Carthage
5 North Central, Greensboro
6 Southwest, Charlotte
7 Northwest, North Wilkesboro
8 Western, Waynesville

*Rowan County, although in Education District 7, is served by the Southwest Regional Education Center in Charlotte.

REGIONAL SCHOOL COMMUNITY RELATIONS COORDINATORS

REGION		TELEPHONE
1.	Minnie Wilder Northeast Regional Education Center P.O. Box 1023 Williamston, N.C. 27892 1082	(919) 792-5166
2.	Zeta Peters Southeast Regional Education Center 612 College Street Jacksonville, N.C. 28540 1106	(919) 455-8100
3.	Marilyn Brna Central Regional Education Center 2431 Crabtree Boulevard Raleigh, N.C. 27604 791	(919) 733-2864
4.	Mike Pulliam South Central Regional Education Center P.O. Box 786 Carthage, N.C. 28327 342	(919) 947-5871
5.	Violet Landreth North Central Regional Education Center 1215 Westover Terrace Greensboro, N.C. 27420 213	(919) 334-5764
6.	Madelyn Efird Southwest Regional Education Center 2400 Hildebrand Street Charlotte, N.C. 28216 510	(704) 392-0378
7.	Donna Dyer Northwest Regional Education Center 303 E Street North Wilkesboro, N.C. 28659 811	(919) 667-2191
8.	Betty White Western Regional Education Center 514 East Marshall Street Waynesville, N.C. 28786 914	(704) 452-0363

LOCAL SCHOOL DISTRICT LEADERSHIP

Each local school district, in cooperation with the regional district, is responsible for implementing the North Carolina Community Schools Act, which was passed in 1977. The Community Schools Program is designed to encourage greater community involvement in the public schools and greater community use of public school facilities. It is the goal of the program to provide for increased involvement by citizens in local schools through community schools advisory councils and other mechanisms and to assure maximum use of public school facilities by citizens. The Community Schools Program develops opportunities for citizens to participate in the life of the schools and for the schools to provide services which address educational, recreational, social, cultural, and economic needs in the community.

Two major thrusts of the Community Schools Programs that relate directly to the classroom teacher are the school volunteer program and the Adopt-A-School program for business/industry personnel.

Varying from district to district, there are few persons with extensive community education training who have the job description and job title of community school coordinator. Most North Carolina school districts have a part-time school staff person who has undertaken community school responsibilities along with significant other district duties. These persons are often highly motivated but limited in their time, concept understanding, and resources that can directly benefit the K-12 instructors in their respective district. Some districts are actively involved in implementing comprehensive K-12 programs while others are just starting to plan programs and implement various segments such as volunteerism, resource directories, and Adopt-A-School programs.

Appendix G starting on page 117 and following is a list of all local district Community School Coordinators. If you have a new coordinator, your local Superintendent's office can give you his or her name and phone number. Also your Regional Specialist can tell you who to contact in your local district if you need assistance locating your local coordinator.

On the next blue pages, you will find a LEARNER ACTIVITY which will help you gain a better understanding of your local school districts community education and/or community school structure, as well as, your Regional School Community Relations Coordinator.

LEARNER ACTIVITY #4

NAME _____ DATE _____

ADDRESS _____ STUDENT I.D.# _____

_____

ALL RESPONSES ARE TO BE TYPED

So that you become more familiar with community schools in your district and the people involved in its implementation, you need to interview your Regional School Community Relations Coordinator. See pages 27 & 28.

Name & Regional address of person you talked with: _____

_____

Ask (and type answers) to the following questions:

1. What role do you see the community schools program playing in the community education movement in North Carolina?

2. How do you assist local school districts and specifically classroom teachers in implementing community education?

3. What hurdles have appeared thus far in implementing community education components in the K-12 instructional program?

4. What have been reactions of teachers in my district toward community education and the community schools programs?

5. What are the names of teachers in my district who are using community resources, in and out of the classroom, to enhance their classroom instruction?

6. Which school in my district has the best Volunteer program?

7. What schools have the best Adopt-A-School or Business/Industry Partnership program?

8. What training service do you offer the K-12 classroom teacher?

9. In your Regional district, what teacher and in what district would you refer me to that is exemplary in using community resources in classroom instruction in my subject area?

10. Would you be willing to review my lesson plan that I will develop on the integration of one of the community education components into my K-12 classroom instruction?

11. Do you have a volunteer or business/industry reference guide or director that I can use as a classroom teacher?

Return Learner Activity To:

North Carolina Center for Community Education
309 E Duncan Hall
Appalachian State University
Boone, N.C. 28608

LEARNER ACTIVITY #5

NAME _____ DATE _____

ADDRESS _____ STUDENT I.D.# _____

_____

ALL RESPONSES ARE TO BE TYPED

As a classroom teacher you need to become familiar with the local community schools program. You need to interview your districts' community school coordinator. See Appendix G-118

Name, title and address of person you talked with _____

_____

Tell the coordinator you are a teacher teaching what subject matter in which building. Then ask (and type) answers to the following questions:

1. What kind of assistance can you give me in integrating community resources into my subject area?

2. Does our district have a resource directory of community resources by subject and grade level that I can use? If yes, ask for a copy.

3. Does our district have a centralized volunteer or Adopt-A-School system? If yes, how can I use the system to help me in the classroom?

4. How do you assist the teachers in implementing community education components into the classroom?

5. Who in my building or district is exemplary in my subject and grade level at integrating community resources in the classroom.

6. What training can you provide me in the utilization of community resources in classroom instruction?

7. Would you be willing to help me develop one lesson plan on the integration of one of the community education components into my classroom instruction? Do you have a volunteer or Business/ Industry reference guide or directory that I can use as a classroom teacher?

8. What have been the reactions of teachers in this district toward community education and/or the community school concept?

9. What benefits to the Community Schools Program do you see if classroom teachers were actively involved in community education?

10. What training needs to you for see for the districts' administration or instructional staff as it relates to the community education and/or community school concept?

11. Are you aware of the services of the N.C. Center for Community Education at ASU?

Return Learner Activity To:

North Carolina Center for Community Education
309 E Duncan Hall
Appalachian State University
Boone, N.C. 28608

You have now completed Unit II. As a result of your work in Unit II, you have become more knowledgeable about the organizational structure for community education and community schools both in the nation and North Carolina. By interviewing your Regional and District community school personnel you have begun to practice utilization of community resources which you will now cover more in depth in Unit III.

THE INFUSION PROCESS

AN INTRODUCTION TO UNIT III

In this unit you will learn about the process of infusion which is a curriculum development technique for the integration of community education components into the K-12 instructional program. Specifically you will have the opportunity to infuse one area of the community resources component into a lesson plan. This unit is oriented toward your active participation in developing skills in using this technique.

As a result of completing this unit, you will be able to:

1. Describe the need for the infusion of community resources into K-12 instruction.
2. Understand the application of community resource utilization to your area of interest.
3. Develop learning activities relating to class objectives.
4. Write an infused lesson for your subject areas which has a community education focus.

The resources needed to complete this unit are:

1. A pen and pencil and access to a typewriter.
2. Modified six point Lesson Plan Format (provided).

WHAT IS THE INFUSION PROCESS?

The infusion process is a way to incorporate the components of community education into the existing K-12 curriculum. It might also be described as a series of steps which a teacher can follow to identify the desired student outcomes or objectives for the lesson being developed. By using the infusion process, a teacher does more than teach. He/she assumes the role of facilitator or broken for learning. The great teachers of the world used this technique and you can also learn its techniques.

It is important to remember that infusion complements the existing curriculum and makes its objectives obtainable through the use of community education components. It does not add on or detract from the academic learning. The teacher (facilitator of learning) clarifies learning objectives for the students and then develops learning activities so that the student can learn, or become competent in the subject matter. This results in a curriculum infused with community education components.

The first major step in the infusion process is to identify the desired outcome for the lesson activity being developed. By combining community resources (individual, business/industry, agencies or geographic resources) with the selected subject matter outcomes, a teacher establishes the basis for planning a community infused curriculum.

COMMUNITY RESOURCE INFUSION PROCESS

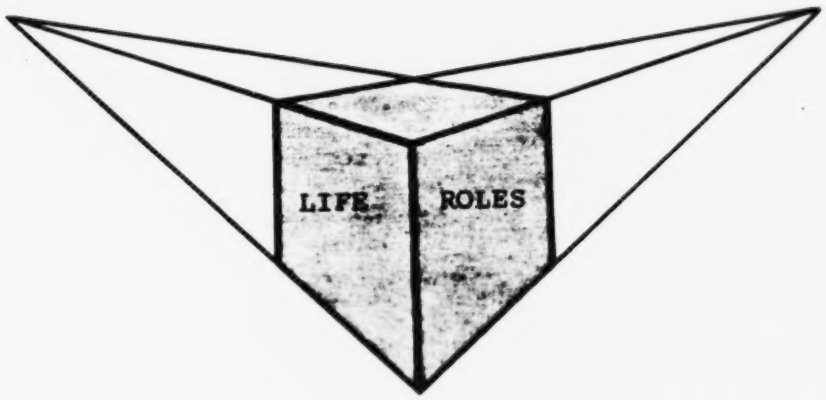
by Paul G. Kussrow

COMMUNITY INFUSION PROCESS

Existing Curriculum
(K-12)
Math-Science
Language Arts
Social Studies
Arts

Community Education Components

Citizen Participation
Organizational Partnerships
Life Long Learning
Community Resources
1. Individuals
2. Business/Industry
3. Agencies
4. Geographic



INFUSION LESSON

There are several steps involved in developing an infused curriculum or an infused lesson. We will now examine a Lesson Plan Format that has been revised and expanded for the Community Infusion Process. The lesson plan is divided into several parts which you will examine thoroughly in this next section. By completing each step in succession, you will develop an infused lesson plan. Now look at the completed lesson plan on the following page.

EXAMPLE LESSON PLAN

LESSON/UNIT: Linear Measurement-Metric System

Subject Areas	Grade Level	Life Role	Community Resources
X Math-Science	X K-3	___Vocational (career)	X Individual
___Language Arts	___ 4-6	___A-Vocational (leisure)	___Bus./Industry
___Social Studies	___ 7-9	X Personal Development	___Agency
___Art	___ 10-12	___Community (civic)	___Geographic
___ _____ (specify)	___ _____ (specify)	___ _____ (specify)	___ _____ (specify)

Subject Matter Learner Outcomes (Performance Objectives): Given two distances to measure, the student will measure to the nearest meter and centimeter and record measurements.

Life Role Relationship Indicator: It is important for the individual student to understand and recognize similarities and differences between his/her physical characteristics and those of others.

Learner (Student) Activities: 1) In small groups write two reasons for differences in physical skills, discuss reasons in small group. 2) Small groups present results of group discussion to class, 3) Students measure individuals in the school, home or larger community and report results 4) Students ask individuals in the school, home or larger community why metrics measurement is an important skill to have and report results of interviews.

Facilitator (Teachers) Activities: Teacher will direct students into small groups, give assignments, secure appropriate measuring instruments, initiate class discussion on how metric measurement is used in the community, reviews basic measuring techniques of metrics, guides and monitors practice.

Community and Material Resources: Standard measuring instruments, paper and pencil, students in small groups, a suggested listing of community resource that use metric measurement, two class periods.

Facilitator Notes: An alternative (good weather) learning activity is to:

1. Have students participate as contestants in a minimum of three of the following events in cooperation with Parks & Recreation Staff.
   a. Hop-skip-jump
   b. Standing broad jump
   c. Running broad jump
   d. Ball throw (large)
   e. Ball throw (small)
2. Working with school/community volunteers mark, measure, and record distances, alternating jobs. Be sure students are involved in all phases.
3. Compile results of events and post in classroom.

Although the concept of community education infusion is an integrated process, we will examine each step separately and then follow by "tying it all together."

x x x x x x x x

Before actually beginning to develop each of the steps of infusion, it is necessary to indicate on the Lesson Plan format the specific objective which this lesson plan covers, the grade level with which you are working, the subject to be taught, the life role(s) and type of community resources to be employed. Under the section labeled "Facilitator Notes," you may wish to indicate any special information not included in the other sections: ideas for revision after the initial trying of the lesson and any relevant information needed by someone else who might be teaching the lesson such as time of year to be taught or what should come before or after the unit.

SUBJECT MATTER LEARNER OUTCOMES

Subject matter learner outcomes is another way of saying learner outcomes or student learning in a subject or content area. The outcomes should be in the form of performance objectives.

Performance objectives (P.O.'s) are statements expressed in terms of student outcomes. Performance objectives are statements of behavior. They specify what the student will do after instruction. Performance objectives include four parts:

The four parts of performance objectives tell:

Who	=	the student
Will do what	=	the behavior or performance
With what	=	the conditions or the "givens"
How well	=	the criteria or standard of measurement

Here is a simple P.O.:

Given two distances to measure, the student will measure to nearest meter and centimeter and record measurements. (See Example Lesson Plan, page 38).

Here is a breakdown of the above P.O.

Who	=	the student
Behavior	=	will measure and record
Givens	=	two distances
Measurement	=	to the nearest meter and centimeter

Here are some additional examples of subject outcome performance objectives.

Ninth Grade English:

Following an interview with another member of their community about his/her favorite a-vocational (leisure) hobby, the student will summarize, in writing, the interview making less than two errors in punctuation and spelling.

Twelfth Grade Typing:

Given a misspelled business letter, the student will retype the letter so that it is error free within the time limit set by the teacher.

Learner Activity #6 asks you to develop performance objectives for your subject matter. Use this space to review some P.O.(s) that you might want to develop for subject matter you are expected to teach in the near future.

LEARNER ACTIVITY #6

NAME _____ DATE _____

ADDRESS _____ STUDENT I.D.# _____

_____

_____

ALL RESPONSES ARE TO BE TYPED

Develop three (3) performance objectives for the grade you teach and/or subject area and type them in the space which follows. If you have trouble writing performance objectives in your subject area, seek the advice of your cooperating teacher, a university student-teacher supervisor, or a fellow teacher.

P.O. #1 _____

P.O. #2 _____

P.O. #3 _____

The Lesson Plan format used in the module has six (6) major steps which resembles a model used by the State Department of Public Instruction. You should be able to translate this module's outline into the S.D.P.I.'s format or any other lesson plan used by your district. You now have completed step one of your lesson plan. Now choose and note one performance objective (P.O.) you developed in Learner Activity #6. Next you will be asked to choose a Life Role as it relates to your performance objective. The following five pages discuss life roles and life concerns. Once you have reviewed these pages in light of your preferred subject matter and P.O. you will be able to write a Life Role Relationship Indicator.

WHAT IS THE PURPOSE OF K-12 EDUCATION AND IT'S RELATIONSHIP TO LIFE ROLES

As one looks as the development of education in America, it becomes very evident that education did, in fact, start in the home and as the need arose, schools were organized as a partnership venture between the home and the school. The parents or citizens of the community hired the teacher(s), secured a school, provided direction for curriculum content and financially supported their educational system (Garbett).

Historically, education has evolved from the Latin grammar schools, the American academy, free public schools (K-8) and to the free public high schools (9-12). Soon the question arose as to what should be the purpose of the curriculum. Below are the major conclusions of four major studies as the purpose of education, please review them and note the dates, and similar conclusions drawn by each author as to the purpose of public education.

1918 Seven Cardinal Principals

1. HEALTH
2. COMMAND OF FUNDAMENTAL PROCESSES
3. WORTHY HOME MEMBERSHIP
4. VOCATIONAL
5. CITIZENSHIP
6. WORTHY USE OF LEISURE TIME
7. ETHICAL CHARACTER

1938 National Education Association

1. SELF-REALIZATION
2. HUMAN RELATIONSHIPS
3. ECONOMIC EFFICIENCY
4. CIVIC RESPONSIBILITY

1977 FOUR MAJOR LIFE ROLES BY OLSEN & CLARK

1. SEX AND FAMILY ROLES
2. PRODUCTIVE WORKER ROLE
3. CIVIC ROLE
4. SELF-REALIZATION

1980 FOUR AREAS OF EDUCATION BY GOODLAD

1. INTELLECTUAL (ACADEMIC)
2. SOCIAL/CIVIC (COMMUNITY)
3. VOCATIONAL
4. PERSONAL DEVELOPMENT

These studies span a period of eighty years and come to the <u>same</u> conclusion that all youth need to be prepared in all of the major life roles in order that they function as reasonably happy and competent adults in our communities. Our schools, and you as a teacher, have accepted the responsibility for teaching children for more than the "three R's." This is an enormous undertaking which demands community involvement and support in terms of human, financial, and physical resources. Only by reaching out to parents, to non-parents, to business/industry, human service agencies, and other groups, can we possibly expect to strengthen and enrich the learning of students in all of the life roles.

As a classroom teacher you need to be able to relate and justify your subject matter to specific life roles.

RELATIONSHIP OF SUBJECT MATTER TO LIFE ROLES

There are a number of life experiences that all people need to gain competence in so that they may function in our communities. Following is a listing of some of the basic life concerns (expanded life roles by Olsen/Clark). They are offered only to stimulate your thinking as to how your subject matter performance objectives can relate to life problems and opportunities. After reviewing these areas you will then be able to answer the question often asked by students, i.e., why do I need to learn this? Also, you will be able to more easily relate subject matter to the appropriate utilization of community resources.

LIFE CONCERNS, ACTIVITIES, AND PROBLEMS

AREAS OF CONCERN	A FEW DESCRIPTIVE ACTIVITIES	SOME RELATED PERSONAL AND COMMUNITY PROBLEMS
I. VOCATIONAL		
Securing Food and Shelter	Human-manufacturing-pure food legislation condominiums-mortgages	Famine-malnutrition fertilizers-slums-inflation
Communicating Ideas and Feelings	Reading-writing-languages schools-art-music-mass media-sensitivity training	Illiteracy-sterotyped thinking-prejudices-paranoia
Securing Education	Family-schools-religious institutions-libraries-radio and television	Motivation-indoctrination-finances-ability differentiation
II. A-VOCATIONAL		
Using Leisure Time	Games-sports-hobbies-music-dancing-reading-TV	Commercialization-lack of facilities-boredom
Growing Old, Facing Death	Youth lotions-hobbies retirement planning-wills religious consolation	Resentment-fears-poverty-euthenasia-funerals
III. PERSONAL DEVELOPMENT		
Protecting Life and Health	Police and fire protection-medical centers-Social Security	Diseases-mental illness-delinquency-crime
Communicating Ideas and Feelings	Reading-writing-languages schools-art-music-mass media-sensitivity training	Illiteracy-sterotyped thinking-prejudices-paranoia
Adjusting to Other People	Warfare-slavery-unions-civil rights actions-marriage clinics	War-discrimination-delinquency-divorce
Satisfying Sexual Desires	Fantasy-masturbation-intercourse-celibacy	Venereal disease-sexual abuse-prostitution-pornography
Enriching Family Living	Marriage patterns-parent education-family services	Marital discord-child neglect-generational conflicts

III. PERSONAL DEVELOPMENT (CONTINUED)

Rearing Children	Varied family structure patterns and practices	Sibling conflicts-discipline-child abuse
Securing Education	Family-schools-religious institutions-libraries-radio and television	Motivation-indoctrination-finances-ability differentiation
Sharing in Citizenship	Governments-political organizations-pressure group-public opinion polls	Oppression-corruption propaganda-apathy
Using Leisure Time	Games-sports-hobbies-music-dancing-reading-TV	Commercialization-lack of facilities-boredom
Enjoying Beauty	Architecture-graphic arts-music-outdoor	Sordid cities-pollution-environmental degradation-insensitivity
Appreciating the Past	Geneologies-artifacts-historical books-films	Ancestoral dominance-social stagnation
Meeting Religious Needs	Myths-rituals-centers of worship-instructional programs	Intolerance-fanaticism-religious wars
Finding Personal Identity	Puberty rites-slang language-hair, dress styles-youth organizations life spann planning	Racism-sexism-parental domination-generational conflicts
Growing Old, Facing Death	Youth lotions-hobbies retirement planning-wills-religious consolation	Resentment-fears-poverty-euthenasia thinking-funeral wishes

IV. COMMUNITY (CIVIC)

Protecting Life and Health	Police and fire protection-medical centers-Social Security	Diseases-mental illness-delinquency-crime
Adjusting to Other People	Warfare-salary-unions civil rights actions marriage clinics	War-discrimination-delinquency-divorce

IV. COMMUNITY (CIVIC) (CONTINUED)

Satisfying Sexual Desires	Fantasy-masturbation intercourse-celibacy	Veneral disease-sexual abuse-prostitution-pornography
Enriching Family Living	Marriage patterns parent education-family services	Marital discord-child neglect-generational conflicts
Rearing Children	Varied family structure patterns and practices	Sibling conflicts-discipline child abuse
Sharing in Citizenship	Governments-political organizations-pressure groups-public opinion polls	Oppression-corruption propaganda-apathy
Controlling the Environment	Fire building-bridges dams-clothing-air conditioning	Floods-droughts-pollution-depletion of natural resources
Enjoying Beauty	Architecture-graphic arts-music-outdoor living gardens-nature areas	Sordid cities-pollution environmental degradation-insensitivity
Appreciating the Past	Sagas-geneologies-artifacts historical books-films	Ancestoral dominance-social stagnation
Adjusting in Change	Future-oriented reading and TV viewing status quo and progressive organizations-life span planning	Personal apathy-frustration-aggression-extremist politics-politics

LIFE ROLE RELATIONSHIP INDICATORS

Relating subject matter is another way of saying learner outcomes or student learning in a life role. As much as possible these outcomes should be stated in performance indicator terms.

Relationship of subject matter to life roles tells how the student will be able to apply or be able to demonstrate in one in the four life role, i.e., vocational, a-vocational, personal development or community.

Here are some examples of relationship to roles:

Personal Development:

For the individual to give two reasons why people of the same age can differ in physical skills.

For the student to give three examples of what he/she values.

For the individual to acquire skills in starting and implementing a plan of action.

Vocational:

For the student to plan training programs needed to reach identified career goals.

For the individual to compare salaries of jobs of differing educational and/or training requirements.

Given a work setting (a bank, hospital, school, etc.), the individual can list the occupations represented and explain how persons in those occupations are dependent on one another.

A-Vocational:

For the individual to describe two (2) personal leisure roles and explain where those roles were learned.

For the individual to describe three (3) possible benefits a person might gain from learning a leisure time skill from the community schools evening program.

For the individual to explain how income effects leisure time roles.

Community (Civic):

For the individual to compare and contrast the family roles of the following: himself or herself, mother, father, grandparents.

For the individual to discuss the implications of a democratic government (rule by majority) for the concept of responsible dissent by a minority.

For the individual to compare and contrast the types of decisions he or she makes with the family and those he or she makes with peers.

The above examples are called performance indicators rather than performance objectives because they lack conditions and standards (that is, the "givens" and how well the student has to perform. Life role performance indicators can easily be changed into performance objectives by the addition of conditions and standards.

If you can not relate a life role outcome to your subject matter outcome(s) it is recommended you contact your community school coordinator, regional community education specialist, or a Center for Community Education to spark an idea. If after using these community education resources you have not succeeded, select a different subject matter objective and begin the process again. Experience will enable you to match subject matter and life role relationships more efficiently.

As we earlier indicated, life role relationship indicators may be restated as performance objectives. To do this, you would follow the same procedure which you learned about earlier in this unit--add the "givens" or conditions and the measurement or criteria. For example:

Life Role Relationship Indicator: For the individual to give two reasons why people of the same age can differ in physical skills.

Performance Objective: In a small group, each child will write individually two reasons why people of the same age can differ in physical skills. Small groups will discuss their lessons and present them to the entire group.

On the next page of this unit you will be asked to write Life Role Relationship Indicators. You may also choose to write these as performance objectives if you wish. Remember that the indicators or performance objectives (outcomes) must relate to one of the life roles. Occasionally, an indicator can relate to more than one life role. Be sure to check the Subject Area, Grade Level, and Life Role(s).

LEARNER ACTIVITY #7

NAME _____ DATE _____

ADDRESS _____ STUDENT I.D.# _____

_____

ALL RESPONSES ARE TO BE TYPED

Subject Area	Grade Level	Life Role
___ Math-Science	___ K-3	___ Vocational (career)
___ Language Arts	___ 4-6	___ A-Vocational (leisure)
___ Social Studies	___ 7-9	___ Personal Development
___ Art	___ 10-12	___ Community (Civic)
___ _____ Specify	___ _____ Specify	___ _____ Specify

Subject Matter Learner Outcomes (Performance Objectives) Reproduce from Activity Sheet #6 (page 41) _____

_____

_____

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_____

Life Role Relationship Indicator(s)_____

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LEARNER (STUDENT) ACTIVITIES

Learner activities are those things or activities which the student does so that he/she can achieve the objectives or goals of the instruction. These activities may be developed by the teacher or the student, or by the teacher, parent, community member and student together. Remember you do not have to have all the subject matter knowledge or skills the student may need to accomplish the P.O.'s therefore you may call upon the larger community to assist you and your students.

Here are some very general examples of learner activities:

Read a book
Interview a member of your family or community
Measure a member of your family or community
Discuss in a small group a particular topic
Play a game

When you, the facilitator, help in the development of learner activities, it is important to remember that students learn both inside and outside the classroom; both by using paper, pencils, books and visual and by manipulating things and interacting with people; both by listening and reading and by observing and by experiencing. Review the Cone of Experience by Edger Dale on the next page and then on the following page (Learner Activity #8) develop learner activities which:

1. Take the student (as individuals and groups) outside the school --both to observe and experience by "hands on doing."

2. Allow students to have direct purposeful experiences.

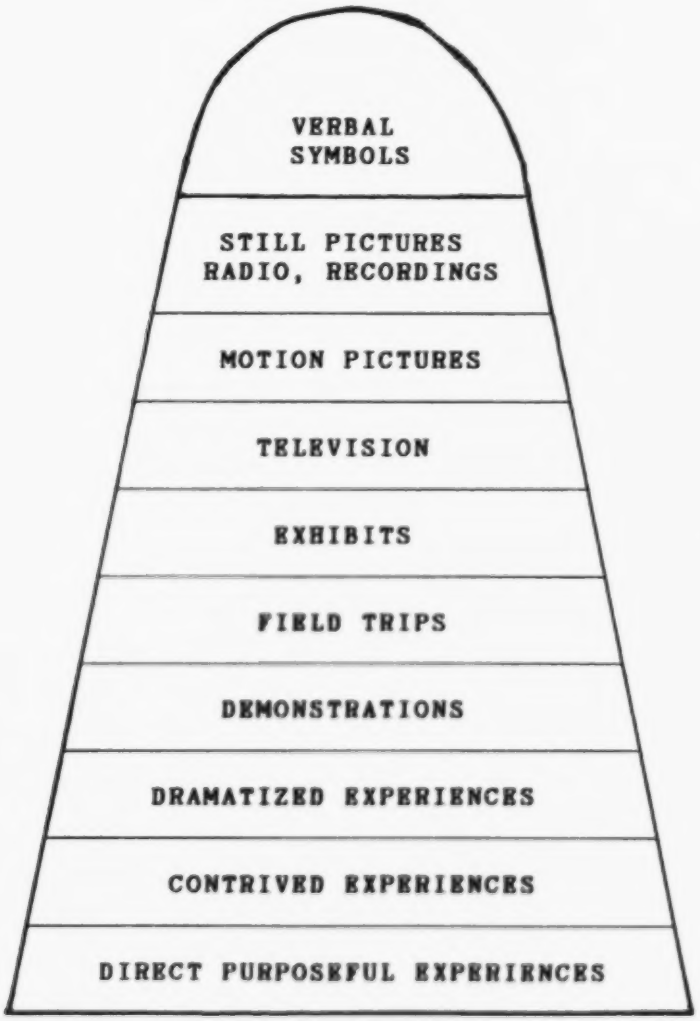
3. Emphasize interactions with their community - peers, family, friends, members of business/industry, human service agencies, and others in or outside the school.

When you develop activities with the students, remember to make sure that they have meaning for the students and that they somehow relate back to the major life roles and concerns that these students have now or must perform as adults in the community. In brief, the activities must relate to the students' present or near future life roles. Additionally, the students should be able to recognize the relationship between what they are doing, the subject matter under study, and their life roles.

CONE OF EXPERIENCE BY EDGER DALE

Below is what is commonly referred to as Dale's cone of experience. This graphic illustration allows us to compare our method of teaching to the receptivity of the student learning. The more bottom teared experiences we can provide students, the more successful they will be in reaching learner outcomes. It stands to reason that these experiences can best be provided in concert with the community.

CONE OF EXPERIENCE



DALE, EDGAR, AUDIO-VISUAL METHODS IN TEACHING, REV. ED. (NF DRYDEN, 1956) P.43

LEARNER ACTIVITY #8

NAME _____ DATE _____

ADDRESS _____ STUDENT I.D.# _____

_____

ALL RESPONSES ARE TO BE TYPED

To complete this Learner Activity assignment, you will need to refer to the previous Learner Activity as it relates to the Life Role Relationship Indicator(s) that you developed. (see page 50)

What are some learner activities which you will help students fulfill the subject matter performance objectives you earlier developed on page 41?

What are some learner activities which will help students fulfill the life role relationship indicators or performance objectives you created on page 50?

FACILITATOR (TEACHER) ACTIVITIES

Facilitator activities are those things which you must do so that the students can experience their Life Role Relationship Indicators and accomplish their Subject Matter Learner Outcomes (P.O.'s) for the lesson/unit under study. This category includes all the roles you will play as the facilitator of learning. Some examples of facilitator activities which relate to the learner (students) activities are below.

Learner Activity	Facilitator Teacher Activity
Read a book	gather books, check with library(s) develop a book list
Interview...	suggest possible questions, arrange for students to leave the building, provide a resource list of community members to be interviewed by subject interest
Measure...	gather materials for the student to use
Discuss...	establish a climate for class discussion of small group work, have volunteers facilitate discussion
Play a game..	provide (gather game) instructions, equipment, volunteer helpers.

LEARNER ACTIVITY #9

NAME _____ DATE _____

ADDRESS _____ STUDENT I.D.# _____

_____

ALL RESPONSES ARE TO BE TYPED

What will you as the facilitator (teacher) need to do so that the students can carry out the learner activities you described on page 53.

For the Subject Area Performance Objectives:

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For the Life Role Relationship Indicator(s):

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COMMUNITY AND MATERIAL RESOURCES

Community and material resources include those resources which you will need to insure that the objectives are achieved or that student learning occurs. The key to community education infusion is the effective utilization of community resources to help you reach the subject matter objectives. Before deciding on a resource you should ask yourself is the resource:

-- Know well enough by the facilitator to ensure adequate preplanning and preparation?

-- Can be used effectively within the time that can be made available for it?

-- Located where suitable travel arrangements can be made?

Also before use of a resource, ask, is the resulting experience:

-- A natural outgrowth of the learning experience underway or to be initiated in the near future?

-- Likely to lead to other activities and experiences of value to the students?

-- Suited to the abilities and interest of the age group involved?

-- Designed to show specific aspects of community life and relationships to life roles.

-- Of enough value to justify taking other instruction time. (Liebertz)

Pages 57 and 58 are reviews why community educators use community resources in our schools and the overall objectives for utilizing community resources in our schools. Once you have reviewed these summaries you are ready to move into resource utilization.

As mentioned earlier in this model there are four basic community resources (individuals, business/industry, agencies and geographic resources.) The appendix provides a number of color coded pages of these four sub-components of community resources. After you have reviewed all the resource area you would like to use for your particular P.O., complete the next LEARNER ACTIVITY.

WHY USE COMMUNITY RESOURCES IN SCHOOLS?

Community resources can:

- relate what goes on in school to actual life role situations, needs, and problems
- develop the kind of interest in school work that impels (rather than compels) children to come to school. It answers the question of why do I need to learn this?
- clarify teaching and learning by making use of concrete, first-hand illustration and demonstration
- provide experience in planning, in problem-solving, and in critical group thinking
- develop power of observation, of asking questions, of searching out information, of seeing relationships
- place knowledge and skills in the context of functional learning, i.e., learning to use by doing
- bring related learnings together and use them in meeting problems and situations
- provide for a combination of common learnings and adjustment to problems and situations, differences in needs, abilities, and interests
- place emphasis upon achieving good human relations and practicing them
- increase opportunities for understanding and practicing the responsibilities involved in community citizenship

OVERALL OBJECTIVES FOR UTILIZING COMMUNITY RESOURCES IN THE CLASSROOM

1. To make use of the talents of individuals within the community
2. To gain greater knowledge of community resources and social agencies
3. To make greater use of the known resources which offer their services free of charge
4. To gain new ideas of presenting the subject matter
5. To make our teaching more effective and meaningful
6. To acquire the cooperation and the interest of one's entire community
7. To become more aware of the job opportunities' technical and vocational-in our community in order to provide youngsters with this information
8. To acquire materials for use in the classroom
9. To give the people of our area an opportunity to become acquainted with the goals and aims of the schools
10. To receive greater inspiration to become an effective teacher
11. To gain a better perspective for putting our knowledge in greater use
12. To establish a bibliography of resource materials for use in the classroom

LEARNER ACTIVITY #10

NAME _____ DATE _____

ADDRESS _____ STUDENT I.D.# _____

_____

ALL RESPONSES ARE TO BE TYPED

Taken the performance objectives in your subject matter and the life role relationship indicator, describe in detail below the community resource(s) you plan to use for your objective(s). Refer to color coded Appendix for assistance.

For Subject Matter Learner Outcomes:

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For Life Role Relationship Indicators:

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Is there any way that the same resource can be combined?

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You have now thoroughly examined each of the steps of the infusion process in the community resource component of Community Education. Now you will tie these steps together so that you can use an infused Community Education curriculum or lesson.

The infusion process is a way to integrate community based life role learnings into a subject matter area. The student is able to develop competence in both areas at the same time. By carefully developing objectives and then choosing appropriate community resources to facilitate life role relationships to specifically achieve the objectives, the facilitator (teacher) can bring relevance and meaning to the teacher-learning process. However, this only occurs if the life role relationships indicators are closely related to the students present or near-future life roles and if the student recognizes this relationship.

There may be some learnings within each subject matter area which are difficult to infuse with life role relationships and outcomes while employing community resources. That's okay. You don't have to practice infusing everything! On the other hand, sometimes you may wish to only teach for life role relationships. That's okay too. But try to avoid "adding on" rather practice infusion. For this unit, you will be practicing infusion.

You are now going to use the following blank Lesson Plan format(s) to complete an infused lesson or unit in your particular subject matter area and grade level. You have already developed all its parts in the previously completed Learning Activities. As you transpose your previous work onto the new Lesson Plan Format, make sure:

1. That the Subject Matter Learner Outcomes and the Life Role Relationship Indicators are logical ones to use together.

2. That the Community and Material Resources can be used effectively to reach learner outcomes.

3. A substitute teacher, could follow the Lesson Plan format and present the lesson. It is clear what the teacher would have to do.

4. All the steps are present including the facilitator notes section. Don't rely upon paper and pencil activities - use your imagination!

Once you have a complete lesson plan (two copies are provided) you are to send one clean typed copy to the below address. Be sure your return address is noted.

North Carolina Center for Community Education
309 E. Duncan Hall
Appalachian State University
Boone, N.C. 28608

LEARNER ACTIVITY #11

LESSON PLAN

Lesson/Unit: _____

Subject Area	Grade Level	Life Role	Community Resource
__Math-Science	__K-3	__Vocational (Career)	__Individual
__Language Arts	__4-6	__A-Vocational (Leisure)	__Business/ Industry
__Social Studies	__7-9	__Personal Development	__Agency
__Art	__10-12	__Community (Civic)	__Geographic

Subject Matter Learner Outcomes (Performance Objective):

_____
_____
_____
_____

Life Role Relationship Indicators:

_____
_____
_____
_____

Learner (Student) Activities:

_____
_____
_____
_____

Facilitator (teacher) Activities:

_____
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_____

Community and Material Resources:

_____
_____
_____
_____

Facilitator Notes:

_____
_____
_____
_____

LEARNER ACTIVITY #12

NAME _____ DATE _____

ADDRESS _____ STUDENT I.D.# _____

_____

ALL RESPONSES ARE TO BE TYPED

Now actually teach the lesson/unit you developed. Below evaluate the results and return this form to the: N.C. Center for Community Education, 309 E Duncan Hall, Appalachian State University, Boone, N.C. 28608.

Check One

__Yes __No 1. Were you able to follow your infused lesson plan?

__Yes __No 2. Did your students recognize the relationship between your subject matter lesson and thin life roles?

__Yes __No 3. Did you feel comfortable in using community resources in your lesson plan?

__Yes __No 4. Will you use this infusion techniques in future lesson planning as a classroom teacher?

__Yes __No 5. Would you recommend that all undergraduate and graduate teacher education majors complete this module during their student teaching experiences?

6. Specifically list how you would improve this module! Refer to specific page or activity.

_____
_____
_____
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_____
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_____

NOW WHAT HAPPENS?

You have been given a wealth of information and have been presented with many new ideas in these three units. By now, you should be familiar with the term "Community Education." You have gained an awareness of the philosophy and rationale surrounding the concept. The organizational structure for community education and community schools should be familiar to you, and you have developed skills in using the infusion process and developing community education - oriented lessons. Additionally, you should be able to see the relationship between your role as a facilitator of learning and the components of community education (i.e., citizen participation, organizational partnerships, lifelong learning, and utilization of community resources. The question now is "what can you do with your new found knowledge and skills?" You may wish to further your knowledge of the community education movement. Here are some suggested ways to do this:

1. View additional films, slide/tapes, etc. which are available at the Center for Community Education (CCE). See listing in last Appendix for Centers throughout the U.S. and Canada

2. Read some of many articles that deal with the classroom teacher and the community education concept available at the CCE or at a university library.

3. Talk with other practitioners in the field. For example:

   a. teachers actively implementing the concept
   b. community education coordinators in local or regional education centers.
   c. faculty members at your university who are involved in community education

4. Attend state or national training meetings or conferences. A listing is available from most Centers for Community Education.

5. Enroll in a Master of Arts degree in Community Education.

6. Start to develop your own resource file by the categories of Individuals, Business/Industry, Agencies, Geographic.

Remember, community education is a way of increasing student learning in and out of the classroom while making the learning process both exciting and meaningful. This excitement is for both you and the student. Why not start now by becoming acquainted with the community and school district in which you are going to be a professional. The enclosed optional Activity Sheet entitled "Where to Start in Getting Acquainted with Your School Community" will get you started - good luck and thank you!

(OPTIONAL)
ACTIVITY SHEET

WHERE TO START IN GETTING ACQUAINTED WITH YOUR SCHOOL COMMUNITY

THIS LIST IS NOT COMPLETE AND IN SEARCHING FOR THE ANSWERS TO THESE QUESTIONS, OTHER INFORMATION NOT REQUESTED WILL BE FOUND. FOR FUTURE REFERENCE, NOTES SHOULD BE TAKEN ON ALL INFORMATION GLEANED FROM THIS EXERCISE. STATE TO ESTABLISH YOUR OWN RESOURCE FILE.

1. WHO ARE THE PARENTS OF MY STUDENTS? VISIT ONE HOME EACH WEEK OF THE SCHOOL YEAR.
2. WHAT KINDS OF HOMES ARE MOST PREDOMINATE?
3. ARE THERE ANY HOTELS OR MOTELS? IF YES, HOW MANY? DESCRIBE.
4. ARE THERE TRAILER PARKS? IF YES, HOW MANY? DESCRIBE.
5. ARE THERE MUSICAL, DANCE, OR THEATER GROUPS? WHAT KIND? HOW MANY?
6. IS THERE A SENIOR CITIZENS GROUP?
7. WHAT ARE THE PREDOMINATE TOPOGRAPHICAL FEATURES?
8. WHAT IS THE CURRENT POPULATION?
9. WHAT ARE THE MAJOR ZONING REGULATIONS?
10. HOW MANY SCHOOLS ARE IN THE DISTRICT? PRIVATE? PUBLIC?
11. ARE THERE HOUSING DEVELOPMENTS? WHAT KIND? DESCRIBE?
12. WHAT DIFFERENT KINDS OF STORES ARE THERE?
13. IS THERE A SHOPPING CENTER? WHAT STORES OR OTHER BUSINESS ARE INCLUDED? HOW MANY ARE CHAIN? HOW MANY ARE LOCALLY OWNED?
14. HOW IS THE MERCHANDISE DELIVERED? HANDLED? DISPLAYED?
15. ARE THERE ANY OPEN FRUIT MARKETS?
16. IS THERE A FIRE STATION?
17. IS THERE A POSTAL STATION?
18. HOW MANY GASOLINE STATIONS?
19. IS THERE A RIVER OR LAKE IN THE COMMUNITY?
20. IS THERE A HOSPITAL IN THE COMMUNITY?
21. HOW MANY DOCTORS IN THE COMMUNITY? HOW MANY MD'S, DO'S OTHERS?
22. ARE THERE ANY CLINICS? WHAT KINDS?
23. ARE THERE ANY PARKS AND PLAYGROUNDS? HOW MANY? NAME. WHAT FACILITIES DO THEY PROVIDE?
24. WHAT PROPORTION OF THE PROPERTY IS LOCALLY OWNED?
25. HOW MANY NEWSPAPERS IN THE COMMUNITY?
26. WHAT OTHER ENTERTAINMENT AND AMUSEMENT PLACES ARE THERE IN THE COMMUNITY?
27. ARE THERE ANY FACTORIES? WHAT KINDS?
28. HOW MANY CHURCHES ARE THERE? WHAT KINDS ARE THEY? IS ONE CHURCH MORE INFLUENTIAL THAN THE OTHERS?
29. IS THERE A LIBRARY?
30. WHAT NEW CONSTRUCTION PROJECTS ARE UNDERWAY?
31. HOW MANY RESTAURANTS? WHAT KINDS?
32. WHAT RADIO STATIONS, T.V. STATIONS, OTHER MASS MEDIA ARE LOCATED IN THE COMMUNITY?

ACTIVITY SHEET (CONTINUED)

33. WHAT PROFESSIONAL AND CIVIC GROUPS ARE IN THE COMMUNITY? WHAT DOES THE COMMUNITY DO FOR THE YOUNGSTERS AND CITIZENS OF THE COMMUNITY?
34. WHAT TRANSPORTATION FACILITIES ARE AVAILABLE?
35. IS THERE A COOPERATIVE EXTENSION SERVICE IN YOUR DISTRICT?
36. WHO IS THE MAYOR?
37. WHO IS THE PTA PRESIDENT?
38. WHO IS THE SUPERINTENDENT OF SCHOOLS?
39. HOW MANY SCHOOL BOARD MEMBERS ARE THERE? WHO ARE THEY?
40. HOW CAN I BECOME A BETTER COMMUNITY EDUCATOR?

(ADOPTED FROM DONNA L. HAGER AND OTHERS' PUBLICATION, COMMUNITY INVOLVEMENT FOR CLASSROOM TEACHERS)

APPENDICIES

"The first fundamental need of every person is the indispensibility of love to every human being, the feeling of being of value to others. Our interdependance with others is the most encompassing fact of reality. We need each other."

Camilla Eyring Kimball

APPENDIX

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B OVERVIEW OF EXAMPLES OF COMMUNITY RESOURCES

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- C-2 Objectives of Field Trips
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- C-7 Who Should Select the Trips to be made
- C-8 What are Some of the Criteria for Selecting Trips
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- D-8 Resource Confirmation
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- D-10 Evaluation of School Experience
- D-11 101 Ways to Give Recognition to Volunteers
- D-12 Partial Checklist of Community Involvement
- D-13 Relating Community Involvement Activities to Various Curricular Areas
- D-14 Tips on Using Human Resources in the School -Student preparation and follow-through -Resource Person Preparation
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F BUSINESS/INDUSTRY (ADOPT-A-SCHOOL)
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- F-2 What is the Purpose of the Program?
- F-3 How is it Accomplished?
- F-4 How do Business and Industry Benefit through School Adoption?
- F-5 Match Has Been Made - What Now?!
- F-6 What can Schools offer Adopters?
- F-7 General Suggestion on How Adopters Might Participate
- F-8 What about the Benefits to Community Groups?
- F-9 How do Schools Benefit from the Program?
- F-10 Who Are School Volunteers?

G NORTH CAROLINA-LOCAL SCHOOL-COMMUNITY RELATIONS COORDINATORS

H GEOGRAPHICAL RESOURCES FOR THE CLASSROOM INSTRUCTOR

I CHARLOTTE - MECKLENBURG SCHOOLS - COMMUNITY RESOURCE SYSTEM - MARY BOYCE (704) 376-0122
- I-1 Community Resource Date - Sheet
- I-2 Community Resource Request - Card
- I-3 Community Resource Confirmation
- I-4 Community Resource Program - Guidelines for Volunteers
- I-5 Evaluation of Visit by Resource Person - card
- I-6 Teacher Evaluation of Community Resource
- I-7 Community Resource Program - Thank You Note

J WINSTON-SALEM/FORSYTH COUNTY SCHOOLS
-Community Resource Volunteer Handbook - Kay Schields (919) 727-8022
- J-1 Securing a Volunteer
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- J-5 Presentations Available - Example #10 Arts, Crafts and Hobbies
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K BIBLIOGRAPHY - UNIT I - AUTHORS

L GUIDE TO COMMUNITY EDUCATION RESOURCES - U.S. & CANADA

COMMUNITY RESOURCES

It's a Matter of Opinion

"Some Community Resources are like wheelbarrows,
they have to be pushed.

Some are like canoes,
they need to be paddled.

Some are like kites,
if you don't keep a string on them,
they will fly away.

Some are like kittens,
they're more content when petted.

Some are like footballs,
you can't tell which way they're going
to bounce next.

Some are like trailers,
they're useless unless pulled.

Some are like balloons,
full of wind and likely to blow up unless
handled carefully.

Some are-
always dependable and cooperative."

- author unknown

OVERVIEW
OF
COMMUNITY RESOURCES

Many outside resources can be utilized to meet the specific needs of the local school system. These examples are used to stimulate thought

RESOURCE	BENEFIT TO PROJECT
Career Education	Conduct a survey of parents throughout the county; solicited groups to share their various career skills with students in the classrooms.
Cooperative Extension Service	Conduct classes for students and parents on the part good nutrition plays in basic good health and achievement in schools.
High School Mental Health Center	Work with the students and parents in connection with drug awareness education.
Illiteracy Program	Contribute to the awareness of parents of the need for concentrated cooperation between the home and the school.
Migrant Program	Conduct parenting sessions in working with students in reading, mathematics, sewing, and consumer education.
Parent Teacher Association	Assist in conducting survey; provide contact with parents; present ideas and materials on methods to strengthen the home as an educational partner.
Program for Exceptional Children and Youth	Work to supplement and reinforce K-12 gifted and talented students; conduct sessions with parents and teachers for better understanding; and improved skills in working with the handicapped children

RESOURCE	BENEFIT TO PROJECT (CONTINUED)
RSVP (Retired Senior Volunteer Program)	Provide volunteers to assist in teaching basic-skill techniques to parents; assist in designing and constructing instructional games; read aloud to groups and stress the importance of reading in the home; provide some parents with books and supplies; share historical artifacts and experiences with students; serve as guides at local museum.
Retired Teachers Association	Share their knowledge and expertise with parenting groups; assist in compiling parenting materials.
School Food Service Personnel	Conduct a three-day workshop for teachers and parents in basic nutrition; provide follow-up study units in ten classrooms throughout the county.

A. FIELD TRIPS*

I. ADVANTAGES OF THE FIELD TRIP

A. The field trip tends to blend school life with the outside world, putting children in direct touch under learning situations with things, persons, environments, occupations, and trends.

B. It involves the consideration and solution of problems arising from individuals and group participation in natural social situations.

C. It affords opportunities to develop keenness and accuracy of observation.

D. It helps children to organize new information in relation to their experiences.

E. It develops initiative and self-activity, making pupils active agents rather than passive recipients.

F. It serves to arouse ambitions, to raise aspirations, and to determine aims.

G. It provides valuable correlation of subjects.

H. It affords opportunities for practicing democracy by:

1) taking part in group discussions
2) distinguishing facts from opinions
3) listening to what other persons have to say
4) discussing important problems

I. It provides a means of sharing ideas.

II. OBJECTIVES FOR FIELD TRIPS

Objectives:
- provide first-hand observation and new information
- stimulate interest in a topic
- broaden the background of students and provide new information
- provide common experiences for a group
- provide experiences in planning
- enable the teacher to observe behavior in new situations
- build group morale

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*Adapted from Community Involvement for Classroom Teachers, by Donna Hager Schoeny, et al., Community Collaborators, Charlottesville, Virginia, 2nd Ed., 1979.

- provide social experiences for learning social skills
- study the unit
- arouse interest and curiosity of the students (motivation for people)
- make use of available reference material
- utilize magazine, newspapers, picture books, and textbooks
- discuss the values of field trips
- elicit main areas of interest

III. STUDENT-TEACHER PREPARATION

A. Topics to be discussed:

- The resources to be visited that would have the most value under study
- Questions which would be answered while on the field trip
- Notes to be taken and points of interest to be noted while on the field trip
- The proper attire to be worn on the field trip
- Good manners while on the field trip
- Intelligent questions to be asked while on the field trip
- The adults who will accompany the group on the field trip
- The letters which will be sent home explaining the field trip and its values

IV. WHAT KINDS OF PREPARATION ARE ESSENTIAL FOR TRIPS?

A. Clearance with parents and administrators. This usually involves permission slips for parents

B. Insurance for long trips. The school may provide this

C. Visit by the teacher in advance, if at all possible

D. Simple rules of conduct

E. Rules on dress

F. Safety precautions. Always carry a safety or first-aid kit

G. Directions about what to do if people get lost or are left behind

H. Clearance with other teachers, especially if the trips involve more than a day. You may want to give up homework in your class for a time to make up for the time lost in other classes. Work out some equitable arrangement with other teachers or take them with you

I. Means of transportation and money involved

J. Provision for eating. In some cases you may want to take some extra food or money for the person who has forgotten this little item

K. Certainty that no one will be segregated because of his race or color

L. Plans to take other teachers or parents along

M. Calculation of time, remember that groups do not move as fast as individuals

N. Ideas on what to look for, notes to take, materials to obtain

V. **WHAT KINDS OF FOLLOW-UP SHOULD THERE BE?**

- Sometimes no immediate follow-up, don't kill the trip by assigning essays, reactions papers, notes
- A variety of activities, including diaries, photos, bulletin boards, articles in the school and/or town newspaper, thank-you notes
- Discussions at appropriate times of various features of the trip
- An anonymous check list on values in the trip

VI. **WHAT KINDS OF TRIPS ARE POSSIBLE?**

- Trips within the school or walking trips nearby
- Longer trips in the community to factories, banks, historic spots, radio and television stations, polling stations, courts
- Day trips to a state capital, college, historic spot

VII. **WHO SHOULD SELECT THE TRIPS TO BE MADE?**

- Usually the teacher and students should plan together, but sometimes the teacher can do it alone
- Administrators and parents should be consulted as they are involved, too

VIII. **WHAT ARE SOME OF THE CRITERIA FOR SELECTING TRIPS?**

- A trip should be related to the topic under discussion, as a follow-up on a topic studies, or as motivation for a new topic
- It should provide something that can be learned better by direct experience than by textbooks, films, and other methods
- It should give students experiences that they cannot easily have alone, in small groups, or with parents

- The distance should not be too long for the time available
- The expense should be low
- It must have the approval of parents and school administration

IX. PROCEDURES AND FORMS FOR SCHEDULED FIELD TRIPS

A. Planning the Trip

1. Selecting the trip might originate from the needs and interests of the pupils or could be motivated by the teacher. Any trip that is important enough to take, is important enough to be well planned. It should never be a "let's go somewhere event," nor should any one community resource be overworked. Since it takes an important part of the school day it must always justify itself in terms of educational gain.
2. Making the arrangements
   a. Plan with authorities well in advance
   b. Make an advance visit before definite plans are set up
   c. Secure the approval of the principal who will clear through the office of the assistant superintendent
3. Planning with the pupils in regard to objectives, plan of procedure, proper dress, equipment, toilet facilities, lunch and conduct.
4. Planning with the parents in regard to children leaving the school grounds.
5. Planning for safety
   a. A list of all children's addresses and telephone numbers should be taken by the teacher
   b. Adequate supervision should be definitely planned
   c. Safe transportation should be arranged - chartered bus or private cars may be used
   d. Buddy system - make one child responsible for another
   e. Discuss possible need to first-aid kit.
   f. Emphasize precautionary measures
      1. Keep hands off exhibits and machinery
      2. Stay with your group
      3. Tell someone where you are going if you must leave your group
      4. If you feel sick, be sure to tell your teacher or group leader

B. Procedure for Scheduled Field Trips

1. The school principal shall:
   a. Approve in advance all field trips

b. Submit in writing to the Coordinator, and/or Principal the following information 24 hours in advance of every scheduled field trip.
   1. Purpose of field trip
   2. Name of staff member in charge
   3. Number of pupils involved
   4. Destination of field trip
   5. Time of day trip is scheduled
   6. Mode of transportation

2. The staff member in charge of the field trip will:
   a. Secure approval of school principal in advance
   b. Obtain written parental permission for all pupils scheduled for the trip
   c. Be responsible for all arrangements (No delegation)
   d. Be responsible for all reasonable safety precautions
   e. Be responsible for obtaining adequate supervision
   f. Be responsible for complying with the adopted policy covering field trips
3. The following modes of transportation may be utilized:
   a. Walking (to resource close to school)
   b. Common carriers (Planetarium, Art Center, etc.)
   c. Private car -- staff (Official school - sponsored program such as field day, golf, etc.) (No Board coverage)
   d. Private car -- parents (Official school - sponsored program such as field day)
4. Insurance
   a. When additional safety precautions are indicated, pupils can be insured. When using this plan, the following procedure must be followed:
      1. Notify the Coordinator, and/or Principal in writing 24 hours in advance of the trip. (This is imperative to receive insurance protection.)
      2. State time and destination of trip scheduled.
      3. Collect in advance any extra money from each pupil wishing the insurance for each day or any portion of the day scheduled for the trip.
      4. Deliver or send by check to the Coordinator, or Principal the insurance money collected in advance of the trip. (Do not send money through the school mail.)
      5. Deliver or send to the Coordinator, and/or Principal a list of children to be covered, with their residence addresses and telephone numbers.

b. When common carrier is used, the pupils are covered by the carrier's insurance only while in the bus. Additional safety precautions may be desirable. Pupils may secure additional protection to cover them during the entire field trip time.
c. School staff and parents using their private automobiles to transport pupils should be encouraged by the principal to carry maximum liability insurance ($100,000/$300,000) and maximum medical coverage for their passengers. (For the small additional premium, many persons carry this amount as a safety precaution.) The Board of Education cannot legally assume this liability. The car owner must provide for his own protection.

C. Problems

1. Legal Liability

A permission slip must be signed by a parent or guardian of each child before leaving the school for any type of field trip. This may be secured in one of two ways. A blanket permission slip may be signed for the entire year or one for each trip.

It is unwise and of no legal value to have the parent sign a waiver of school responsibility. No parent can sign away a minor's right to have suit brought in his name should occasion warrant.

The value of the parental consent slip lies solely in the documentary evidence that the parent knew and approved of the activity in question and thereby assumed with and for the child the ordinary risk inherent in such activity. Because of their possible legal significance, all parental slips should be preserved for some time.

Teachers while teaching or supervising classes are liable for negligence. Teachers must care for children with the same degree of caution that a careful parent would show toward his own children.

Field trips have more inherent possibilities of danger than the average classroom activities; therefore, teachers must be alert to these dangers when planning and taking field trips.

If private cars are used, check with the office of the superintendent for information concerning insurance rates.

*Note: This outline represents the procedures used in Flint Public Schools, Flint, Michigan.

PARENTAL PERMISSION SLIP

School_____

Date_____

Dear Parents:

The group of which your child is a member is planning a school trip to _____ as part of their regular class work. The group will leave from _____ about _____, _____ and will be under the same careful teacher supervision which your child has while at school. In order for your child to make this trip it will be necessary to have your approval. You may express your approval by signing the slip below and returning it to the teacher.

_____
Teacher

_____
Principal

I give my permission for my child,
to take the trip to _____
knowing that every precaution will be taken for his safety and well being.

_____ _____
Date Parent or Guardian

COMMUNITY RESOURCES WORKSHOP

Evaluation Sheet

Place visited _____ Date_____

1. Over-all evaluation of tour:
   Excellent_____ Very Good_____ Fair_____ Bad_____
   Comments _____
   _____
   _____

2. This trip would promote valuable understanding of community:
   Yes_____ No_____
   Comments_____
   _____
   _____

3. This tour would be of value to:
   Teachers_____ Children_____ Both_____

4. This tour would be used for _____
   subject areas.

5. Teaching materials available for classroom use:
   Filmstrips_____ Movies_____ Publications_____
   Resource People_____ Exhibits_____

6. Physical characteristics of tour:
   Briefing_____
   Informed guides_____
   Sufficient guides_____
   Rest periods_____
   Question and answer periods_____

FIELD TRIP DATA SHEET

I. Identification Data

A. Classification_____
B. Name of Resource_____
C. Address_____
D. Phone_____ Date_____

II. Instructions

A. Person to contact_____
B. Amount of advance notice needed_____
C. Resource group time
   1. Time of year_____
   2. Time of week_____
   3. Time of day _____
D. Resource group preference
   1. Boys_____ Girls_____ Both_____
   2. Size of group_____
   3. Age or grade level_____
   4. Pupil-adult ratio_____
E. Miscellaneous
   1. Time required for visit_____
   2. Safety precautions_____
   3. Parking area_____
   4. Lunch facilities_____

III. Field Trip Data

A. Process activities to be observed_____
   _____

B. Are individuals available for guides?_____

IV. Related Activities

A. Materials available for distribution_____
   _____
B. Resources, personnel for visiting school_____
   _____
C. Person to contact for materials and personnel visits
   _____
   _____

V. Comments

INDIVIDUAL RESOURCES

PARENT AND COMMUNITY VOLUNTEER PROGRAM

Some Possible Goals of the Program:

To enlist and strengthen the cooperation of parents in the education of their children

To provide volunteer help to the classroom teacher to better meet individual needs of children

To develop an environment that encourages friendly two-way communication between home and school

To develop cooperative partnership between parent and teacher for the benefit of the child

To give teachers more time for professional activities, making them more effective teachers and creating a more manageable teaching role

To encourage experimentation with new techniques such as team teaching and with new learning materials, which might not be possible for the school without volunteer assistance

To provide a continuous public relations feeder system from the school through the parents to the community to create greater understanding of educational needs and goals

To allow parents to make significant contribution to their children, their schools, and their community

Basic Qualifications for Volunteers:

- Like children and relate well to them
- Be able to work under the direction of school professionals
- Be interested in education and the community
- Feel a commitment to the goals of the parent volunteer program
- Want to help
- Be dependable and in good health
- Be willing to attend occasional in-service training sessions

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*Information Compiled From: The National Education Association (NEA),Resource Kit Entitled:"Teachers & Parents Together for Kids"

Other:

Basic Guidelines for Parent Volunteers:

. Respect school policies
. Give children appropriate encouragement
. Leave discipline to the teacher
. Follow education's code of ethics
. Avoid evaluating children
. Get to know the children
. Give deserved praise
. Provide motivation through individual attention
. Be consistent and objective
. Be honest with children
. Respect the child and his privacy
. Be a good listener
. Be an effective volunteer
. Share ideas with the teacher
. Be thoroughly prepared
. Get the most out of your involvement
. Maintain a sense of humor

Benefits and Rewards

TO PARENTS:

. Sharing with their children
. Learning more about their educational system
. Contributing to the community

TO THE SCHOOL:

. Obtaining skills and services which might not otherwise be available due to financial limitations

TO TEACHERS:

. Having more time to devote to the professional aspects of teaching

. Being able to learn more about the individual children

In addition, teachers have discovered that a number of parents:

. have worthy ideas for enriching the instructional program

. have excellent ideas for presenting instructional materials and for clarifying concepts

. extend their school learners into home activities

. are eager to learn, and they do; they learn from the teacher, the children, and from each other

. are good teachers; the children, the teachers, and other parents profit from their participation

APPLICATION FORMS

I would be interested in participating in the Parent and Community Volunteer Program.

Name_____ Date_____

Address _____ Phone_____

_____

Activities I am interested in:

_____
_____
_____
_____
_____
_____

I would be interested in participating in the Parent and Community Volunteer Program.

Name_____ Date_____

Address_____ Phone_____

_____

Activities I am interested in:

_____
_____
_____
_____
_____
_____

DO'S AND DON'T IN VOLUNTEER INVOLVEMENT

The following list of Do's and Don't was prepared for volunteers by the Lane County Juvenile Department, Eugene, Oregon. They can be considered as general guidelines for a school or building wide program or as a quick reference or a spot check for a classroom volunteer.

DO'S	DON'TS
1. Invite volunteers in to serve as partners.	1. Regard volunteers as an appendage to your program perhaps only to be tolerated.
2. Give them tasks which compliment the service of paid professional employees.	2. Use volunteers as a substitute for paid employees
3. Clearly define for employees and volunteers, the differences in their tasks and roles.	3. Leave role definition vague so that staff and volunteers are anxious and uneasy about who has responsibility in which area.
4. Screen volunteers and accept only the ones who can contribute. At least check references and interview each candidate just as you would an employee.	4. Leave to chance whether a volunteer can be helpful. A volunteer who uses or takes advantage of children is dangerous to the welfare of children involved and to the entire program.
5. Encourage your staff in examining your program to decide which tasks volunteers could perform.	5. Leave task identification entirely up to administrative personnel or volunteers themselves. Important services not being provided will be missed.
6. Demand a specific commitment of time and resources from volunteers. If possible invite a well functioning service group to come in to initiate the volunteer program under your supervision.	6. Be vague about what is expected in time and resources.
7. Provide an orientation program to acquaint volunteers with the school's functions, goals, and methods as well as nature of their task.	7. Put volunteers to work without knowing expectations how to do the job, or how they fit into the total program.

DO'S AND DON'TS IN VOLUNTEER INVOLVEMENT (CON'T)

DO'S	DON'TS
8. Provide an on-going, regularly scheduled training program.	8. Allow volunteers to learn by trial and error only, function with a conflicting philosophy, or function in isolation from other volunteers and staff.
9. Provide supervision. This may be close initially with more independence allowed as competence is gained	9. Allow volunteers to function entirely on their own. It is discouraging and they often know they are not helping.
10. Make assignments based upon diagnosed skills, knowledge, interests, capacity to learn, time available, and resources.	10. Over-use, under-use, or mis-use volunteers.
11. Give recognition. Volunteers appreciate realistic recognition as much as paid staff do.	11. Ignore the need for encouragement, expressions of appreciation. The need for it may be denied, but we really do appreciate their efforts.

77 WAYS VOLUNTEERS CAN HELP AT THE ELEMENTARY SCHOOL LEVEL

1. Tell stories to children
2. List to children read.
3. Conduct flash card drills.
4. Provide individual help.
5. Assist in learning centers.
6. Set up learning centers.
7. Help contact parents.
8. Reproduce materials.
9. Work in clinic or library.
10. Check out audio-visual equipment.
11. Practice vocabulary with non-English speaking students.
12. Make instructional games.
13. Play instructional games.
14. Play games at recess.
15. Assist with visual tests.
16. Prepare visual materials.
17. Develop programmed materials.
18. Grade papers.
19. Prepare bulletin boards.
20. Help with book fairs.
21. Work with underachievers.
22. Reinforce Dolch words.
23. Help select library books.
24. Assist with field trips.
25. Make props for plays.
26. Set up or run bookstore or book exchange
27. Gather resource materials.
28. Help children learn to type.
29. Help children with arts and crafts
30. Help with cooking projects.
31. Check out books from public library.
32. Set up experiments.
33. Take attendance.
34. Collect lunch money.
35. Escort children to bathroom, library, cafeteria.
36. Work on perceptual activities.
37. Make a list of library resources.
38. Visit a sick child at home.
39. Work with a handicapped child
40. Prepare teaching materials.
41. Record grades
42. Supervise groups taking tests
43. Discuss careers or hobbies.
44. Show a filmstrip to a group.
45. Help young children with walking on a balance beam, jumping rope or skipping.

77 WAYS VOLUNTEERS CAN HELP AT THE ELEMENTARY SCHOOL LEVEL
(Continued)

46. Reinforce learning of alphabet.
47. Reinforce recognition of numerals.
48. Drill recognition of color words.
49. Talk to children - be a friend.
50. Help children with motor skill problems.
51. Help children learn foreign language.
52. Play a musical instrument.
53. Help students who play instruments.
54. Make puppets.
55. Dramatize a story.
56. Help with handwriting practice.
57. Set up "grocery store" to practice math skills.
58. Drill spelling words.
59. Make reading carrels from boxes.
60. Tell stories
    . with puppets
    . with flannelboard
61. Assist with sing a longs
62. Show slides
    . life in other countries
    . parts of the U.S.
    . crafts
    . games
63. Discuss care and training of pets.
64. Demonstrate different artistic abilities.
65. Discuss life from the point of view of a person with a handicap and the importance of understanding others.
66. Discuss different handicaps.
67. Discuss attitudes, feelings and emotions.
68. Share ethnic backgrounds and experiences.
69. Discuss farm life and farm animals.
70. Demonstrate gardening skills.
71. Help prepare assembly programs.
72. Discuss holidays and special occasions.
73. Discuss aspects of safety.
74. Share information about local history.
75. Demonstrate pioneer crafts
    . weaving
    . candlemaking
    . soapmaking
    . musical instruments
    . toys and dolls

77 WAYS VOLUNTEERS CAN HELP AT THE ELEMENTARY SCHOOL LEVEL (Continued)

76. Assist in preparing courses in
    - photography
    - creative dramatics
    - knitting
    - square dancing

77. Volunteers can be responsible for the Volunteer Program.

ADOPTED FROM: NSVP - PARTNERS FOR THE 80'S.

31 WAYS VOLUNTEERS CAN HELP AT THE SECONDARY SCHOOL LEVEL

1. Volunteers who are native speakers from other countries and people who speak foreign languages fluently can give language students extra practice in conversation or discuss the literature that advanced language students are reading.

2. Volunteers can be available in guidance offices to help students find answers to questions about careers, training opportunities and college selections.

3. Volunteers can contribute to social studies units. Resource people from the community can speak or be interviewed on topics in which they have experience and expertise. A senior citizen can supply details on local history. Others may describe their personal participation in events such as the bombings in London during World War II, the Nazi holocaust, the Vietnam War, the civil rights movement, political campaigns or other current events. A city planner might discuss urban renewal or current zoning problems.

4. Volunteers can help students use library sources and assist with research projects.

5. Volunteers can assist teachers in gathering resources for units of study.

6. Volunteer nurses may extend the work of the school nurse-for example, they might help teach cardiopulmonary resuscitation to health classes.

7. Volunteers can tape record textbooks so that students who have reading problems may listen to cassettes as they read their assignments.*

8. Volunteers can prepare tactile materials for visually impaired students-using large print typewriters, Brailling machines, etc.

9. Volunteers can assist in science and math laboratories.

10. Volunteers can help in vocational classrooms and laboratories, such as printing, auto mechanics, commercial food and sewing, industrial arts, construction trades.

11. Volunteers can accompany the school chorus and help build sets for the school play.

12. Volunteers who are artists and performers (such as musicians and dancers) can assist and encourage students who aspire to careers in fine arts.

13. Volunteers can arrange meaningful field trips into the community to augment class learning.

14. Volunteers can share collections, discuss careers, travels, hobbies, and other areas of special knowledge.

15. Volunteers can sponsor school clubs and interest groups.

16. Volunteers can assist with audio-visual equipment maintenance and scheduling, and with production of video cassettes and other AV products.

17. Volunteers can assist the staffs of student publications-yearbook, literary magazine, newspaper.

18. Volunteers can produce a parent-teacher newsletter to inform parents of student and school achievements and activities.

19. Volunteers can assist teachers in academic subject matter areas.

20. Volunteers can assist special education teachers, giving students extra drill and reinforcement of concepts.

21. Volunteers can assist English teachers as lay readers of student essays and compositions, enabling teachers to give more writing assignments.

22. Volunteers can help students who were absent to make up missed work.

23. Volunteers can supervise students who are taking tests.

24. Volunteers can assist non-English speaking students in expanding their vocabularies and improving conversational skills.

25. Volunteers can share slides and artifacts from other cultures and countries as well as from different sections of the United States.

26. Volunteers might share their own experiences, such as what it's like to be handicapped person and how the handicap impacts on relationships and career choices.

27. Volunteers can demonstrate a variety of artistic abilities.

28. Volunteers from various ethnic backgrounds might share their individual life experiences.

29. Volunteers can assist in organizing a college fair.

30. Volunteers can assist in organizing a career exploration day or week.

31. Volunteers can be responsible for the volunteer program.

***NOTE:** The teacher must request permission from the textbook publisher before any textbook can be taped. Publishers will usually give permission of such usage with disadvantaged students.

ADOPTED FROM: N.S.V.P. - Partners for the 80's

Classroom Placement Form - Teachers

Name_____Date_____

1. How often would you like a volunteer each week?
   _____1/2 day; _____1 day; _____1-1/2 day _____2 days _____days

2. Please check what days and times are possible for a volunteer to work with you. Please star any time your prefer, if you have references.

Days	AM	PM	Days	AM	PM
Monday	____	____	Thursday	____	____
Tuesday	____	____	Friday	____	____
Wednesday	____	____			

3. Please indicate what grade/subject you teach_____
4. Please check if you would be willing to work with any volunteer____
5. Please list the volunteer(s) you would be interested in working with. (Star a strong preference, if any.)

_____ _____
_____ _____

Classroom Placement Form - Volunteers

Name_____Date_____

1. How often would you like to volunteer each week?
   ____1/2 day; _____1 day; _____1-1/2 day; _____2 days; _____days

2. Please check the times you have available. Please star any time you prefer if you have a preference

Days	AM	PM	Days	AM	PM
Monday	____	____	Thursday	____	____
Tuesday	____	____	Friday	____	____
Wednesday	____	____			

3. Please check if you would be willing to volunteer any place you are needed _____.
4. Please list the grade(s) and/or special area(s) you would be interested in volunteering in.

(Grade level/special area) (Teacher by name)

_____ _____
_____ _____

5. If you have any children/grandchildren attending _____ School, please indicate his/her teacher's name and class.

_____ _____
(Teacher's name) (Class)

_____
Developed by the Senior Citizen Volunteer Program, Western Pennsylvania Gerontology Center.

REQUEST FOR RESOURCE VOLUNTEER

School_____Grade_____
Number of children Boys_____Girls_____Number of classes_____
Date Requested_____
1st choice 2nd choice 3rd choice
Time of day (on any of above dates)_____
Subject Desired_____
(Please be specific. Some volunteers go out on many subjects)
If necessary you may substitute _____ Do not substitute_____
(check) (check)
Days and times to avoid scheduling_____
_____
Please put specific information for volunteer on back of this request. Names of all teachers should be listed if more than one call is requesting.

Teacher(s) Miss / Mrs. / Mr._____

Minneapolis Public School
Community Resource Volunteers

RESOURCE CONFIRMATION

To:_____
Teacher No. of Classes Grade No. of children

School Address Phone No.

We have scheduled the resource help you requested as follows:

Person Subject

M T W T F _____
Date Time

Note:Please do not invite classes not listed here without clearing with the Community Resource Volunteer Office, Public School Administration Building.

SEE ATTACHED SHEET FOR SPECIAL ARRANGEMENTS

Will you please complete the evaluation sheet if one is attached. Include suggestions for improving this experience. Your comments help to determine the educational value of this activity and ways in which service to teachers might be improved.

Resource Confirmation sent _____

MINNEAPOLIS PUBLIC SCHOOLS
Community Resource Volunteers

(Samples of the forms used by the Community Resource Volunteer Program of Minneapolis, MN)

COMMUNITY RESOURCE VOLUNTEERS
TEACHER EVALUATION FORM

Name of Volunteer _____

Subject _____

Teacher _____ Grade _____

School _____ Date _____

Number of classes attending (check one):

_____ 1 class _____ 2 classes _____ several _____ assembly

	Excellent	Good	Fair	Poor
Promptness				
Presentation of subject				
Knowledge of subject				
Communication with students				
Adjustment of situation				
Understanding or empathy of students				
Vocabulary for grade level*				
Children's rating of volunteer				

Would you recommend this presentation and request volunteer again next year? Yes_____ No_____

Teacher's comments: (please be specific)_____

*If vocabulary was too difficult, can you remember some of the words children couldn't understand? This information should be specific so volunteers can be informed. (Please list words on back of this paper.)

(Samples of the forms used by the Community Resource Volunteer Program of Minneapolis, MN)

EVALUATION OF SCHOOL EXPERIENCE
(This form is to be completed by the
Community Resource Volunteer, if desired)

School visited_____

Grade_____ Date_____

Subject_____

Was this a satisfactory experience for you? Yes_____ No_____

If so, what helped to make it so? If not, why not?

_____

_____

_____

Were the arrangements made by the Community Resource Volunteer Office satisfactory? Yes_____ No_____

If not, how could they be improved?_____

_____

What suggestions can you make to improve this experience for you or for the children?

_____

_____

_____

_____

_____

Name_____

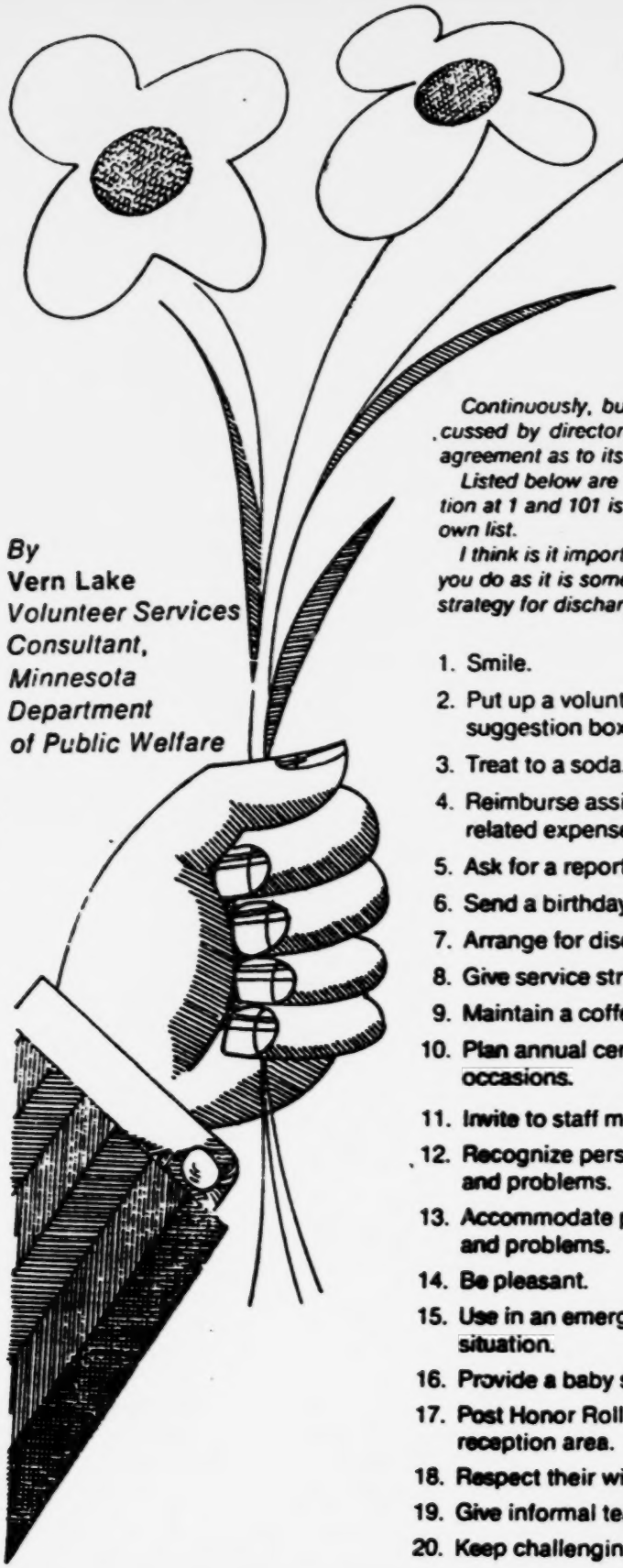
_____
Organization or business firm represented

_____

_____

_____

(Samples of the forms used by the Community Resource Volunteer Program of Minneapolis, MN)



101 WAYS TO GIVE RECOGNITION TO VOLUNTEERS

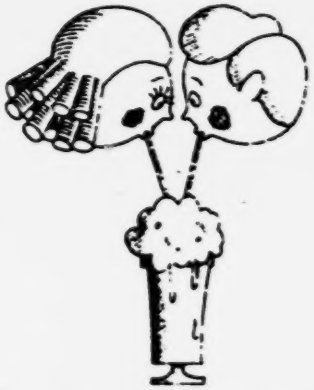
By
Vern Lake
Volunteer Services Consultant, Minnesota Department of Public Welfare

Continuously, but always inconclusively, the subject of recognition is discussed by directors and coordinators of volunteer programs. There is great agreement as to its importance but great diversity in its implementation.

Listed below are 101 possibilities gathered from hither and yon. The duplication at 1 and 101 is for emphasis. The blank at 102 is for the beginning of your own list.

I think is it important to remember that recognition is not so much something you do as it is something you are. It is a sensitivity to others as persons, not a strategy for discharging obligations.

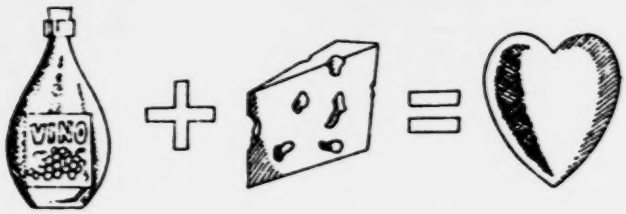
1. Smile.
2. Put up a volunteer suggestion box.
3. Treat to a soda.
4. Reimburse assignment-related expenses.
5. Ask for a report.
6. Send a birthday card.
7. Arrange for discounts.
8. Give service stripes.
9. Maintain a coffee bar.
10. Plan annual ceremonial occasions.
11. Invite to staff meeting.
12. Recognize personal needs and problems.
13. Accommodate personal needs and problems.
14. Be pleasant.
15. Use in an emergency situation.
16. Provide a baby sitter.
17. Post Honor Roll in reception area.
18. Respect their wishes.
19. Give informal teas.
20. Keep challenging them.



21. Send a Thanksgiving Day card to the volunteer's family.
22. Provide a nursery.
23. Say "Good Morning."
24. Greet by name.
25. Provide good pre-service training.
26. Help develop self-confidence.

27. Award plaques to sponsoring group.
28. Take time to explain fully.
29. Be verbal.
30. Motivate agency VIP's to converse with them.
31. Hold rap sessions.

32. Give additional responsibility.
33. Afford participation in team planning.
34. Respect sensitivities.
35. Enable to grow on the job.
36. Enable to grow out of the job.
37. Send newsworthy information to the media.
38. Have wine and cheese tasting parties.

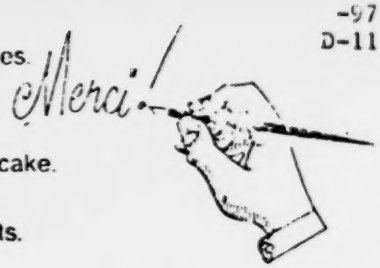


39. Ask client-patient to evaluate their work-service.
40. Say "Good Afternoon."
41. Honor their preferences.
42. Create pleasant surroundings.
43. Welcome to staff coffee breaks.
44. Enlist to train other volunteers.
45. Have a public reception.
46. Take time to talk.
47. Defend against hostile or negative staff.
48. Make good plans
49. Commend to supervisory staff.
50. Send a valentine.
51. Make thorough pre-arrangements.
52. Persuade "personnel" to equate volunteer experience with work experience.
53. Admit to partnership with paid staff.
54. Recommend to prospective employer.
55. Provide scholarships to volunteer conferences or workshops.
56. Offer advocacy roles.
57. Utilize as consultants.

58. Write them thank you notes.
59. Invite participation in policy formulation.
60. Surprise with coffee and cake.
61. Celebrate outstanding projects and achievements.
62. Nominate for volunteer awards.
63. Have a "Presidents Day" for new presidents of sponsoring groups.

64. Carefully match volunteer with job.
65. Praise them to their friends.
66. Provide substantive in-service training.
67. Provide useful tools in good working condition.
68. Say "Good Night."
69. Plan staff and volunteer social events.
70. Be a *real* person.
71. Rent billboard space for public laudation.
72. Accept their individuality.
73. Provide opportunities for conferences and evaluation.
74. Identify age groups.
75. Maintain meaningful file.
76. Send impromptu fun cards.

77. Plan occasional extravaganzas.
78. Instigate client planned surprises.
79. Utilize purchased newspaper space.
80. Promote a "Volunteer-of-the-Month" program.
81. Send letter of appreciation to employer.



82. Plan a "Recognition Edition" of the agency newsletter
83. Color code name tags to indicate particular achievements (hours, years, unit, etc.).
84. Send commendatory letters to prominent public figures.
85. Say "we missed you."
86. Praise the sponsoring group or club.
87. Promote staff smiles.
88. Facilitate personal maturation.
89. Distinguish between groups and individuals in the group.
90. Maintain safe working conditions.
91. Adequately orientate.
92. Award special citations for extraordinary achievements.
93. Fully indoctrinate regarding the agency.
94. Send Christmas cards.
95. Be familiar with the details of assignments.
96. Conduct community-wide, cooperative, inter-agency recognition events.
97. Plan a theater party
98. Attend a sports event
99. Have a picnic.
100. Say "Thank You."
101. Smile

102.

PARTIAL CHECKLIST OF COMMUNITY INVOLVEMENT

1. Community volunteers in classrooms, high school students to senior citizens. _____
2. After school cultural experiences (music, art, dance) _____
3. After school programs (which directly relate to the daytime instructional program) _____
4. Use of guest speakers in the school (subject area specialists) _____
5. Make it and take it projects for parents so they can supplement instruction at home. _____
6. Special events for students (career days, craft fairs, etc.) _____
7. Civic club/service organizations involved with community resource identification for school. _____
8. Summer tutorial programs led by community school personnel or volunteers. _____
9. Use of community resource file developed and maintained by community school coordinator _____
10. Local businesses utilized (Adopt-A-School Program) _____
11. Students use community settings for classrooms _____
12. Social Service agencies contacted and involved in planning sessions _____
13. Older students utilized for instructional assistance with younger students _____
14. Community visitations encouraged _____
15. Requested assistance from professional and skilled people to assist in curriculum material development _____
16. Conducted mini-courses related to careers and special interests _____
17. Secured donated materials from local sources _____
18. Generated additional funds to be used in developing greater instructional alternatives _____
19. Students use community as a classroom _____

20. Family related curriculum - parents are given teaching assignments which are to be completed by family members. Reports are brought back to school. Topics might include: art, music, geography, sports, other field trips. _____

21. Community Leaders for I.E.P. (Individual Education Program) for example; a lawyer takes a child for a day who professionally shadows him/her _____

RELATING COMMUNITY INVOLVEMENT ACTIVITIES TO VARIOUS CURRICULAR AREAS

THE FOLLOWING EXAMPLES ARE PROVIDED TO HELP THE TEACHER INCORPORATE THE COMMUNITY INTO THE CLASSROOM:

LANGUAGE ARTS

--A COMMUNITY-WIDE BOOK FAIR TO ENCOURAGE READING AND THE USE OF BOOKS.

--STUDENTS MEETING PERIODICALLY IN THE HOME OF A SPANISH-SPEAKING FAMILY FOR PURPOSES OF CONVERSATIONAL SPANISH AND EXAMINING ANOTHER CULTURE.

--THE PUBLIC LIBRARY PROMOTES A GREATER USE OF ITS BOOKS AND MEDIA TO ENCOURAGE AND ESTABLISH HABITS TOWARD A CONTINUING PRACTICE OF SELF-INQUIRY.

SCIENCE

--PARENTS AND STUDENTS DEVELOP A BASEMENT LABORATORY TO SUPPLEMENT AND ENCOURAGE LEARNING ABOUT THE SCIENCES.

--STUDENTS AND TEACHERS REGULARLY VISIT LOCAL CHEMICAL, ELECTRICAL, AND OTHER SCIENCE-RELATED INDUSTRIES TO EXAMINE THE APPLICATION OF SCIENCE PRINCIPLES AND TECHNIQUES.

--SCIENTISTS, ENGINEERS, AND MEDICAL PROFESSIONALS VISIT THE CLASSROOMS TO DESCRIBE THEIR PROFESSIONS AND TO TEACH CERTAIN PARTS OF THE SCIENCE SUBJECTS.

--PARENTS AND STUDENTS PLAN AND CARRY OUT SOME LOCAL ECOLOGY PROJECT. THE STUDENTS RECEIVE SCHOOL CREDIT AND/OR TIME OFF TO COMPLETE THE PROJECTS.

MUSIC AND ART

--PARENTS AND STUDENTS ARE ENCOURAGED TO PARTICIPATE TOGETHER IN COMMUNITY BANDS, CHOIRS, OR ART CLASSES TO CREATE A GREATER INTEREST IN, AND APPRECIATION FOR, MUSIC OR ART.

--STUDENTS, PARENTS, AND TEACHERS ATTEND COMMUNITY CONCERTS OR ART SHOWS TOGETHER TO ENHANCE AN INTEREST IN MUSIC OR ART.

HEALTH AND SAFETY

--FAMILY LIFE-STUDY COURSES ARE DEVELOPED FOR PARENTS TO HELP THEM BETTER UNDERSTAND HOW TO REINFORCE EDUCATION AND LEARNING IN THE HOME.

--A COMMUNITY CAMPAIGN ON SAFE DRIVING IS ORGANIZED JOINTLY BY PARENTS AND STUDENTS.

--PARENTS ASSIST WITH THE SIGHT AND HEARING EXAMINATIONS OF STUDENTS TO BETTER UNDERSTAND VARIOUS STUDENT HEALTH NEEDS.

SOCIAL STUDIES

--A COURSE CENTERED ON "UNDERSTANDING OUR COMMUNITY" IS DEVELOPED FOR JOINT PARTICIPATION BY PARENTS AND STUDENTS TO HELP THEM LEARN HOW THE COMMUNITY AND SCHOOL BOTH EDUCATE PEOPLE.

--A TEEN TRAFFIC COURT IS ESTABLISHED TO GIVE STUDENTS SOME PRACTICAL KNOWLEDGE AND EXPERIENCE WITH COURT PROCEDURES.

HOMEMAKING

--A PROGRAM ON FAMILY LIFE AND HUMAN RELATIONSHIP IS SPONSORED BY THE COMMUNITY COUNCIL OF CHURCHES. THE PROGRAM PARTICIPANTS ARE ENGAGED OR YOUNG MARRIED COUPLES AND THE RESOURCE PERSONNEL ARE VARIOUS CHURCH AND SCHOOL PROFESSIONALS.

--A BREAKFAST PROGRAM FOR LOW-INCOME STUDENTS IS IMPLEMENTED BY HOMEMAKING STUDENTS AND PARENTS.

--CLOTHING SELECTION AND CONSTRUCTION AND/OR FOOD AND NUTRITION PROJECTS FOR BOTH STUDENTS AND PARENTS ARE ORGANIZED AND ADMINISTERED BY THE HOMEMAKING CLASS AND INSTRUCTORS.

*(ADOPTED FROM DONNA L. HAGER AND OTHERS PUBLICATION, COMMUNITY INVOLVEMENT FOR CLASSROOM TEACHERS).

Tips on Using Human Resources in the School

There are a variety of do's and don't associated with the invitation of a representative of the community to become an active part of the school's curriculum. One consideration relates to the readiness of the student, a second to the readiness of the resource person and a third to the environment in which the meeting occurs.

a. Student preparation and follow-through

1. Related class activities should be scheduled prior to the resource person's visit.

2. Discussion questions should be developed cooperatively by students and teacher.

3. Students should be provided with final details of the visit, basic data on the resource person and any background materials on the topic to be covered.

4. A common understanding of acceptable student conduct and courtesy while the resource person is present should be established.

5. The student host committee should be waiting in the principal's office to greet the resource person and escort him/her.

6. Class activities related to the resource person's presentation should be subsequently undertaken. (Class discussion, projects and laboratory work, further suggested readings, other use of community resources, etc.)

7. The student host committee or teacher should write thank you notes.

8. Recognition should be provided to the resource person in local media if he or she has no objection.

9. Any recording of the presentation should be classified and filed for future use.

10. Provide an opportunity for students to react to and discuss the experience.

b. Resource Person Preparation

It is important to keep reminding yourself that you have a visitor in the school and it is up to you to explain activities whenever necessary. If boredom sets in during the session, you need to take charge, get the discussion moving and help the speaker fulfill the goals of the presentation. The following considerations will help acclimate and relax any resource person:

1. Educational objectives to be achieved by the visit should be provided to the resource person.

2. Experiences to be included during the visit should be agreed upon.

3. A draft of discussion questions should be prepared in advance by teacher and students on a cooperative basis. The final questions are agreed upon by resource person and the teacher. The teacher provides a copy of the questions to the resource person.

4. Date, time and location of the presentation should be provided to the resource person and the length of the presentation mutually agreed upon.

5. The teacher should provide the resource person with basic information about the class--grade level, size, previous career education experiences and special interests.

6. The resource person should be encouraged to wear work clothes and bring tools and other items representative of the career area.

7. The materials and equipment needed by the resource person should be determined.

8. The teacher should request any available background materials for class study before the visit. On many occasions, the resource person may want to obtain relevant handouts. The teacher could be facilitative by suggesting resources that are relevant to the speaker.

9. The resource person should be provided with directions to the school and information on parking. If appropriate, the resource person is requested to go to the principal's office upon arrival at the school.

Community Resources Guide -- A Bibliography and Guidelines for Use of Community Resources. Indianapolis: Indiana State Department of Public Instruction, 1978. (ERIC Document No. ED 171 930)

WORKSHEET FOR IDENTIFYING POTENTIAL SCHOOL VOLUNTEERS

	NAME OF ORGANIZATION	GROUP SIZE	CONTACT INFORMATION
EXISTING SCHOOL	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
NEIGHBORHOOD CHURCHES	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
CIVIC GROUPS	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
PROFESSIONAL ASSOCIATIONS	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
MAJOR CORPORATIONS	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
NEIGHBORHOOD BUSINESSES	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
NEIGHBORHOOD ORGANIZATIONS	1.	1.	1.
	2.	2.	2.
	3.	3.	3.

Designed by: Mary Boyce, Charlotte, N.C.

SPEAKERS EVALUATION

Topic_____Date_____

Name of Group Presenting Topic_____

Presenter(s) or Speaker(s)_____

Makeup of Audience: Age Group_____ Male/Female_____
Number in Audience_____

Directions: After this Resource Activity, rate your understanding and perception of the presentation by checking the following items:

		Yes	No	Sometimes
Sequence:	Was information given in a clear and logical sequence?	___	___	____
Interesting:	Did the presentation maintain your attention and interest?	___	___	____
Understanding:	Was sufficient information provided so that you could understand the concepts?	___	___	____
Motivation:	Were appropriate aids such as charts, models, specimens or media materials included?	___	___	____
Involvement:	Did audience ask questions, comments, or interact during or after the presentation?	___	___	____

Please evaluate the speaker.

Could the speaker be easily heard?_____

Did the speaker have any distracting mannerisms?_____

Did the speaker use appropriate vocabulary for your level_____

Did the speaker answer questions satisfactorily?_____

Was presentation applicable to information needed in everyday life?____

Would you recommend this activity to other groups?_____

What changes would you suggest?

Content changes?_____
_____

Presentation changes?_____
_____

Total of summative rating: Excellent_____ Good_____ Fair_____Poor_____

From: Addie Moore, Independence HS, Charlotte, N.C.

WORKING EFFECTIVELY WITH VOLUNTEERS

1. UNDERSTANDING THE VOLUNTEER'S BACKGROUND
   - learn about her/his educational background.
   - become familiar with the extent of the volunteer's knowledge of the community.
   - be aware that school is a new environment in the volunteer's current experience.
   - be aware that the volunteer loves children
   - accept the volunteer's non-judgmental attitude and the lack of a hidden agenda.
   - recognize the volunteer's desire to help.
   - become familiar with the volunteer's previous experience with children.

2. PROVIDING FOR THE VOLUNTEER'S NEEDS
   - make certain that the volunteer is aware of the location of all rooms in the building.
   - provide the volunteer with information related to the schedule and the school year calendar.
   - provide space for the volunteer to put personal belongings (e.g., coat, purse).
   - inform the volunteer of where she/he may eat lunch.
   - establish a sign-in procedure for each day the volunteer comes to school.
   - provide a space for the volunteer to take a break.
   - provide a space for the volunteer in the classroom.
   - set up a schedule with the volunteer for when she/he will volunteer.
   - establish a procedure for the volunteer to inform the teacher if she/he is not able to volunteer at a scheduled time.
   - exchange phone numbers with the volunteer.
   - inform the volunteer of the fire drill procedure.

3. INVOLVING THE VOLUNTEER IN THE CLASSROOM
   - plan for appropriate introduction of the volunteer to the students.
   - inform the volunteer of the classroom curriculum.
   - provide a consistent time to plan and prepare activities for the volunteer.
   - clearly define and demonstrate the tasks the volunteer is to do and provide a variety of activities.
   - provide a consistent time to discuss the volunteer's involvement, share experiences, respond to concerns, and give feedback.
   - provide support to the volunteer directly and in front of the students.
   - let the volunteer know you recognize her/his contributions.
   - note areas in which the volunteer needs to develop in order to be more effective in the classroom and provide this input when workshops are planned.
   - decide whether the volunteer is to come when there is a substitute teacher and inform the volunteer of this decision.

Developed by the Senior Citizen School Volunteer Program, Western Pennsylvania Gerontology Center

COMMON CONCERNS OF TEACHERS ABOUT INVOLVING VOLUNTEERS

It takes too much time to plan for the volunteer.

It does take more time initially, but the pay-off is worth it. In a relatively short period of time the teacher has more time to meet the individual needs of students.

Teachers will not be comfortable with a volunteer in the classroom.

The problem is that teachers have not been trained to work with another adult in the classroom. Some anxiety may be aroused by the misconception that the volunteer is there to evaluate the teacher. Training can help to overcome this fear Teachers also need assistance in developing managerial skills.

Teachers will be subject to criticism by volunteers

Learning how to work with other people alleviates this fear. Teachers and volunteers have to develop open lines of communication.

Involving volunteers may lower the educational standards of the school or the classroom

This idea implies that the volunteer is not good enough to work in the program. A better way to approach the use of volunteers is to regard all people working in the school as staff: some are paid and some are unpaid. This facilitates ongoing monitoring of volunteer program and the evaluation of volunteers.

Involving volunteers may mean that fewer teachers are hired.

Actually, just the reverse of this is usually true. Volunteers often point out the need for additional paid staff. They are in a position to be listened to when they present the need to the community and the school administration.

Volunteers may try to take over the teaching

This is not a problem in an organized volunteer program which provides clear orientation for participants. Problems in this area may arise when the teacher does not make clear the volunteer's job assignment and role in the classroom.

Volunteers may not follow instructions or school regulations

This is less likely to happen when teachers explain the policies and routines within the specific class setting, the school building and the school system.

Volunteers will cause a disruption

Anything new has the potential to disrupt. Disruption is likely to be minimized if volunteers are involved on a regular basis and are provided with orientation and training.

Volunteers may not keep things confidential

The importance of confidentiality has to be made clear during orientation. It may be necessary to tell volunteers what types of information should be regarded as confidential. Do not assume that they will automatically know. The teacher can also reinforce the principle of confidentiality by setting a good example.

Volunteers are not dependable

A specific time length for a volunteer assignment aids in creating a dependable volunteer. It might be helpful to sign a "volunteer contract" stating the length of volunteer service and giving a very clear job description.

Volunteers may not know how to work well with young people

The volunteer needs to be given some assistance in working with students and teachers. It may be helpful for the teacher to share some of his or her educational philosophy with the volunteer, especially if the volunteer is a senior citizen who remembers "the way things were when I was in school," and wants to do things the same way.

Sandra Gray, Past Executive Director
National School Volunteer Program

AGENCY RESOURCES FOR THE CLASSROOM INSTRUCTOR

Below are examples of some agencies you may find in your local phone book directory. Make it your business to call and /or visit these agencies to learn how they can assist you in your classroom instruction. Not every agency will relate to your subject matter area but many will.

NAACP

RED CROSS

YMCA

AMERICAN LEGION

BETTER BUSINESS BUREAU

JAYCEES

BOYS' CLUBS

LEAGUE OF WOMEN VOTERS

VETERANS OF FOREIGN WARS

CHAMBER OF COMMERCE

HEALTH CLUBS

RECREATION & PARKS

ROTARY

EXCHANGE

ASSOCIATION OF GENERAL BUILDING CONTRACTORS

ASSOCIATION OF SCIENTIST AND PROFESSIONAL ENGINEERING

COUNCIL ON ECONOMIC OPPORTUNITY

DISTRICT MENTAL HEALTH

EDUCATION ASSOCIATION SERVICE CENTER

MEDICAL SOCIETY

REPUBLICAN HEADQUARTERS

DEMOCRATIC HEADQUARTERS

POLICE AND FIREMEN'S ASSOCIATION

LABOR ORGANIZATIONS

UNITED COUNCIL OF CHURCHES

4-H

COMMUNITY CURRICULUM INTERACTION CHART:

Potential Utilization of

Community Resources in Curriculum Areas

CURRICULUM AREAS	Agricultural Extension Service	Alcoholics Anonymous	Arts Council	Business & Industry	Cancer Society	Chamber of Commerce	Civic Clubs & Organizations	Community/Technical Colleges	Community Schools Programs	Emergency Medical Services	Employment Security Commission	Government (Local)	Health Department	Heart Association	Human Relations Councils	Humane Society	Interagency/Involvement Councils	Law Enforcement Agencies	Libraries	March of Dimes	Mental Health Center	Merchants Association	Professional Associations	Recreation/Parks Departments	Red Cross	Social Security Administration	Social Services	United Fund/United Way	Volunteer Centers/Services	YMCA/YWCA	Individuals as Resources	Geographical Resources
tural Arts:	S		P	S		S	S	P	P		S	S			S		S		P		S	S	S	S			S	S	S	P	P
Art (inc. Crafts & Photography)	S		P	S		S	S	P	P		S	S			S		S		P		S	S	S	S			S	S	S	P	P
Creative Writing			P				S	P	P		S								P				S					S		P	
Dance			P				S	P	P		S								P					P				S	S	P	P
Drama			P			S	S	P	P		S								P					P				S		P	P
Music			P			S	S	P	P		S								P		S	S	S					S	S	P	P
lish/Language Arts (inc. Speech)			S				S	P	P		S								P				S					S		S	
eign Languages			S	S		S	S	P	P		S	S			S				P									S		P	P
lth (inc. First Aid & Family Life)	S	P		S	P	S	P	P	P	P	S	S	P	P	S	S	S	P	P	P		P	S	P		P	S	S	S	P	P
hematics				S				P	P		S								P		S							S		P	S
upational Education:	P	S	S	P	S	S	S	P	P	S	S	S	S	S	S	S	S	S	P	S	S	S	P	S	S		S		S		P	P
Career Exploration	S		S	S		S	S	P	P	S	P	S	S	S			S	S	P	S	S	S	S	S	S		S		S		P	P
Agricultural Ed.	P			S		S	S	P	P		S	S	S						P												P	P
Business & Office Ed.				P		S	S	P	P		S	S							P			P	F								P	P
Distributive Ed. (inc. Sales)				P		S	S	P	P		S								P			P									P	P
Health Occupations Ed.					S	S	S	P	P	S	S	S	P	S		S			P	S	P		F		S			S			P	P
Home Economics Ed.	P					S	S	P	P		S	S	S						F	S							S		S		P	P
Industrial Arts Ed.			S	S		S	S	P	P		S								P		S										P	P
Trade & Industrial Ed.		S		P		S	S	P	P		S	S							P		S	S						S			P	P
sical Education (inc. Recreation)	S			S		S	S	P	P		S	S		S	S		S	S	P		S	S		P	P		S	S	S	P	P	P
ding			S				S	P	P		S								P				P					P		P	P	P
ence	S			S	S			P	P		S		S	S		S		S	P	S	S		S					S		P	P
ial Studies	S	S		S		P	S	P	P		S	P			P			P	P			S			S	S	S	S	S	S	P	P
cial Needs Education:			S	S		S	P	S	S		S	S	S				S		P	P	P	S		P		S		S	S	S	P	P
Disadvantaged/Handicapped			S	S		S	P	S	S		S	S	S				S		P	P	P	S		P		S		S	S	S	P	P
Gifted/Talented			S				S	S	S		S								P		S							S		P	P
lt Basic Education (Literacy Ed.)				S		S	S	P	S		S	S	S		S		S		P									P		P	P

KEY:

P = Primary Service

S = Secondary Service

signed by Hans F. Heymann, Mitchell Community College, Statesville, N.C. (1981)

CURRICULUM INTERACTION CHART

The Directory of Community Resources, Forsyth County (150 pages), is available from First Line, Forsyth Information and Referral Service Telephone Line, 660 West Fifth Street, Winston-Salem, N.C. 27101 919) 727-8100.

The Directory of Community Resources, Mecklenburg County (118 pages) Mecklenburg Information and Referral Service, 301 S. Brevard Street, Charlotte, N. C. 28202, (704) 373-0982 or (704) 289-8102.

WHAT IS ADOPT-A-SCHOOL PROGRAM?

Adopt-A-School is a voluntary relationship between a school and a business, industry or organization involving as much participation as the school/business wishes.

The Adopt-A-School Program is sponsored by the North Carolina State Board of Education in Cooperation with the Governor's Office of Citizen Affairs. It is administered on a local basis by a joint effort of the City and County School System and the local Chamber of Commerce.

WHAT IS THE PURPOSE OF THE PROGRAM?

The purpose of the program is to link private and public resources in greater participation in the teaching learning process through volunteers, supportive services and staff.

HOW IS THIS ACCOMPLISHED?

This is accomplished by the private or public organization "adopting" a school and aiding in the education of the students through human, material, or monetary resources. Each adopting organization assists the school in whatever way they can considering the make up of its organization and the assessed needs of that school. The contact person of the business and the school coordinator develop the program together; both parties agree on the program's principals and develop a plan of action.

HOW DO BUSINESS AND INDUSTRIES BENEFIT THROUGH SCHOOL ADOPTION?

- Adopting a school is a visible demonstration of a commitment to the community by a business or industry
- The business or industry is able to target its human resources to a specific community need and, thus, insure maximum utilization of employee energies.
- The image of the business or industry will be enhanced, and it will have improved relations with the total community.
- By working to strengthen its local schools and community's attractiveness to potential newcomers and employees will be enhanced.
- The morale of the employees is generally enhanced by participation in the Adopt-A-School Program.

MATCH HAS BEEN MADE -- WHAT NOW?!

- The principal contacts the adopter(s) and sets up a meeting at his/her school where the following takes place:

  1. A tour of the school
  2. A brainstorming session between adopter(s), principal, and volunteer coordinators and teachers.
  3. Lunch (if time is convenient)

- The adopter arranges a tour of his facilities for the principal and faculty.

- To further improve initial communications, the principal might invite the adopter to attend a faculty meeting where needs and resources can be discussed..

- Following these initial meetings, school and adopter exchange written needs and resource lists.

- The volunteer coordinator(s) and adopter determine what realistically can occur and work out a schedule, designating the time frame for specific events to take place. (include school reciprocation.)

If volunteer release time is donated, the following steps are suggested:

- Adopter presents idea to the organization and lets employees select the area in which they wish to participate.

- Principal presents idea to staff and determines what teachers want volunteers and are willing to work with them.

- School coordinator(s) and adopter together work out the volunteer schedule. (Try to let each volunteer give at least one hour per seek on a continuous basis for at least one six-week grading period.)

- Volunteer and teacher discuss both their expectations and clarify the assignment.

- Communication continues between teacher and volunteer as either one feels a need.

WHAT CAN SCHOOLS OFFER ADOPTERS?

(Services vary from school to school, based on individual resources. Please check with the school that you have adopted when needs arise.)

1. Use of cafeterias, gymnasiums, or auditoriums for special plan to civic club functions (when not in use).

2. Entertainment by students for special events, either at the plan site or at school facility.

3. Emergency user of After-School-Day-Care

4. Projects by vocational classes; For example, building brick walls or picnic tables.

5. Passes to sports events.

6. Appreciation

GENERAL SUGGESTIONS ON HOW ADOPTERS MIGHT PARTICIPATE

Resources vary from adopter to adopter, depending on the size and nature of the organization. Listed below are some examples of services or materials that have previously been donated. Please use your imagination, based on your own resources to complement this list.

SERVICES

- Offer plant tours and/or films showing the operation of the facility.
- Employees or club members to share information about hobbies, collections, travels, or talents as they relate to instructional programs.
- Speakers from business to talk to students about "characteristics of a good employee" or employer expectations.
- Provide students with information on various career opportunities.

MATERIALS

- Used furniture
- Instructional supplies -- such as paper, pencil sharpeners, art supplies, maps, books, films, etc.
- Scrap or surplus materials -- such as wood scraps, wood chips, fabrics, carpet, buttons, yarn, etc.
- Science lab equipment
- Used office equipment -- such as typewriters, computers, calculators, tape recorders, etc.

EMPLOYEE RELEASE TIME FOR VOLUNTEERING

- Tutoring in any subject area
- Storytelling
- Working as a Physical Education aide, library aide, or clerical aide
- Typing -- primarily in connection with the writing program
- Helping with cultural arts -- for example, drama, music, and art
- Assembling handbooks and curriculum guides
- Other???

WHAT ABOUT THE BENEFITS TO COMMUNITY GROUPS

There are some intrinsic benefits for the community groups which become involved in the schools. Many groups are looking for beneficial means for expressing community involvement. What greater cause than the schools and the education of the future leaders of their community. As with individual volunteers, the Adopt-A-School Program provides a positive, constructive outlet for helping others, thus providing the organization with a higher sense of self worth and pride.

HOW DO SCHOOLS BENEFIT FROM THE PROGRAM?

Gains for the schools and school systems are obvious. The Adopt-A-School Program provides for the schools greater numbers of volunteers and resource persons for the direct education of the students. Material gains are also seen in the adopted schools.

Implementing programs using community resources in the elementary middle, junior high and high schools enrich educational systems and will ultimately result in the involvement and enrichment of the community.

WHO ARE SCHOOL VOLUNTEERS?

A School Volunteer is a citizen who gives time and talents to assist in and supplement the services offered in the instructional program. Regular school volunteers work a minimum of one hour per week as classroom assistants, reading tutors, math tutors, story tellers/book reviewers, arts/crafts assistants, music assistants, health assistants, supervision assistants, clerical assistants, special activities assistants, and exceptional children's assistants.

Other volunteers serve periodically or for short terms during the school year. They contribute funds or a special service such as typing, photography, graphic arts , media coverage, speakers'bureau, and souvenirs They also assist in special projects as the need arises.

LOCAL SCHOOL-COMMUNITY RELATIONS COORDINATORS

Johnn Everett, SCR/PI
Beaufort County Schools
P. O. Box 1867
Washington, NC 27889 #173

Fred Johnson, SCR/PI
Bertie County Schools
P. O. Box 10
Windsor, NC 27983 #1091

Shelva Banks, SCR/PI
Camden County Schools
P. O. Box 9
Camden, NC 27921 #1042

Walter Noneman, SCR/PI
Chowan County Schools
P. O. Box 206
Edenton, NC 27932 #1062

[illegible] Davies, SCR/PI
[illegible]rituck County Schools
P. O. Box 40, Hwy 168
Currituck, NC 27929

Bartow Houston, SCR/PI
Dare County Schools
P. O. Box 640
Manteo, NC 27954

Jackie L. Bundy, SCR
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P. O. Box 104
Gatesville, NC 27938 #1021

Alice Keene, Coordinator
Pitt County Schools
1717 West Fifth Street
Greenville, NC 27834 #148

Cynthia Robbins, SCR/PI
Hertford County Schools
P. O. Box 158
[illegible]ton, NC 27986

Mazie S. Smith, SCR/PI
Hyde County Schools
Route 1, Box 155A
Swan Quarter, NC 27885

Alton Hopewell, SCR/PI
Martin County Schools
300 North Watts Street
Williamston, NC 27892 #1084-A

Billie Buell, SCR/PI
Pasquotank County Schools
P. O. Box 2247
Elizabeth City, NC 27902 1036

Susan Winslow, SCR/PI
Perquimans County Schools
P. O. Box 347
Hertford, NC 27944 #1055

William E. Swain, SCR/PI
Tyrrell County Schools
P. O. Box 326
Columbia, NC 27925

Addison Bass, SCR/PI
Washington City Schools
308 E. Seventh Street
Washington, NC 27889 #172

Ms. Ronnie Hevener
Washington County Schools
P. O. Box 747
Plymouth, NC 27962 #1072

Region II

Linden Mathews-Boone, SCR/PI
Brunswick County Schools
Star Route, Hwy 133
Southport, NC 28461 #420

Laurence A. Stith, Jr.SCR/PI
Carteret County Schools
P. O. Drawer 600
Beaufort, NC 28516 #1113

Linda Brunson, SCR/PI
Clinton City Schools
P. O. Box 646
Clinton, NC 28328 #402

Austin Carter, SCR/PI
Duplin County Schools
P. O. Box 128
Kenansville, NC 28349 #1100

Doris Shaw, SCR
Goldsboro City Schools
P. O. Drawer 1797
Goldsboro, NC 27530 #113

Larry Harrell, SCR/PI
Greene County Schools
301 Kingold Boulevard
Snow Hill, NC 28580 #181

Rozelle Wicks, SCR/PI
Jones County Schools
P. O. Box 187
Trenton, NC 28585 #1118

Judy Rochelle
Kinston City Schools
1407 West Washington Street
Kinston, NC 28501 #122

Jim Bardon, SCR/PI
Lenoir County Schools
P. O. Drawer 729
Kinston, NC 28501 #122

Ben Godette, SCR
New Bern-Craven County Schs.
P. O. Box 969
New Bern, NC 28560 #132

Dianne Avery, SCR/PI
New Hanover County Schools
P. O. Box 390
Wilmington, NC 28401 #418

Pete Andrews, SCR/PI
Onslow County Schools
P. O. Box 99
Jacksonville, NC 28540 #1104

Richard D. Barkley, SCR/PI
Pamlico County Schools
P. O. Box 158
Bayboro, NC 28515 #1117

EGION II CONTINUED/REGION III & IV

Ellis Beatty, SCR/PI
Pender County Schools
P. O. Box 1239
Burgaw, NC 28425 #408

Gloria Edwards, SCR/PI
Sampson County Schools
P. O. Box 439
Clinton, NC 28328 #403

Terry Pilkington, SCR/PI
Wayne County Schools
301 N. Herman St., - Box GG
Goldsboro, NC 27530 #115

Albert Huey, SCR
Durham City Schools
P. O. Box 2246
Durham, NC 27702 #203

Gimm Long, SCR
urham City Schools
P. O. Box 2246
Durham, NC 27702 #203

Eddie Tice, SCR
Durham County Schools
P. O. Box 3823
Durham, NC 27702 #203

Cerise Wynn-Collins, SCR
Durham County Schools
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Durham, NC 27702 #203

Don Skinner, SCR/PI
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412 Pearl Street
Tarboro, NC 27886 #752

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Franklin County Schools
P. O. Box 449
Louisburg, NC 27549 #700

Dale Byrns, SCR/PI
Franklinton County Schools
P. O. Box 430
Franklinton, NC 27525

Lela Eaton, SCR/PI
Granville County Schools
P. O. Box 927
Oxford, NC 27565 #712

Cathy Lawrence, SCR/PI
Halifax County Schools
P. O. Box 468
Halifax, NC 27839 #744

Frances Hobart, SCR/PI
Johnston County Schools
P. O. Box 1336
Smithfield, NC 27577 #161

Robert Kendall, Jr., SCR/PI
Nash County Schools
930 Eastern Avenue
Nashville, NC 27856 #771

Roland Whitted, SCR/PI
Northampton County Schools
P. O. Box 158
Jackson, NC 27845 #1001

CS Coordinator
Roanoke Rapids City Schools
536 Hamilton Street
Roanoke Rapids, NC 27870 740-A

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P. O. Drawer 1260
Rocky Mount, NC 27802-1260 760

Carol Creech, SCR/PI
Tarboro City Schools
P. O. Box 370
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Laura Joyner, SCR/PI
Vance County Schools
128 Church Street
Henderson, NC 27536 #722

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Wake County Schools
P. O. Box 28041
Raleigh, NC 27611 I/O

William P. Freitag, SCR
Wake County Schools
P. O. Box 28041
Raleigh, NC 27611 I/O

Susan Duncan, SCR
Wake County Schools
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Raleigh, NC 27611 I/O

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Warren County Schools
P. O. Box 110
Warrenton, NC 27589 #730

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Weldon, NC 27890 #741

Kay Chalk, SCR/PI
Wilson County Schools
P. O. Box 2048
Wilson, NC 27893 #152

John Caprell, SCR
Bladen County Schools
P. O. Box 37
Elizabethtown, NC 28337 #4

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Columbus County Schools
P. O. Box 729
Whiteville, NC 28472 #422

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P. O. Box 2357
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106 Trinity Street
Fairmont, NC 28340

Teresa Cummings, SCR/PI
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P. O. Box 1029
Lillington, NC 27546 #371

Mary Archie McNeill, SCR
Hoke County Schools
310 Wooley Street
Raeford, NC 28376 #361

Fran Nemet, SCR
Lee County Schools
P. O. Box 1010
Sanford, NC 27330 #331

Wyatt Johnson, SCR
Lumberton City Schools
P. O. Box 1187
Lumberton, NC 28359

Currie Whitley, SCR/PI
tgomery County Schools
. O. Box 427
Troy, NC 27371 #397

Betty J. Worrell, SCR
Moore County Schools
P. O. Box 1180
Carthage, NC 28327 #342

H. A. Cunningham, SCR
Red Springs City School
130 McNeill Drive
Red Springs, NC 28377

Ben Jones, SCR/PI
Richmond County Schools
P. O. Drawer 1259
Hamlet, NC 28345 #381

Walter Oxendine, SCR
Robeson County Schools
P. O. Box 1328
erton, NC 28358 #433

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St. Pauls City Schools
P. O. Box 287
St. Pauls, NC 28384

Brenda Gilbert, SCR/PI
Scotland County Schools
233 E. Church Street
Laurinburg, NC 28352 #355

Frank Wyche, SCR/PI
Whiteville City Schools
P. O. Box 609
Whiteville, NC 28472 #421

Sherry Reese, SCR/PI
Fort Bragg City School
P. O. Box 70089
Fort Bragg, NC 28307

REGION V

Meredith Lee, SCR/PI
Alamance County Schools
P. O. Box 358
Graham, NC 27253 #281

Cynthia Starr, SCR/PI
Asheboro City School
P. O. Box 1103
Asheboro, NC 27203 #262

Terry Woodings, SCR/PI
Burlington City School
P. O. Box 938
Burlington, NC 27215 #282

H. Lee Fowlkes, SCR
Caswell County Schools
P. O. Box 609
Yanceyville, NC 27379 #2213

Kim B. Hoke, SCR
Chapel Hill City School
Merritt Mill Road
Chapel Hill, NC 27514

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Chatham County Schools
P. O. Box 128
Pittsboro, NC 27312 #321

Meredith Palmer, SCR/PI
Davidson County Schools
P. O. Box 1229
Lexington, NC 27292 #253

Cleveland Ellison, SCR
Eden City School
P. O. Box 70
Eden, NC 27288

Mable Scott, SCR
Greensboro City Schools
P. O. Drawer V
Greensboro, NC 27402 #213

Trudy Atkins, SCR/PI
Guilford County Schools
P. O. Drawer B-2
Greensboro, NC 27402 #211

Mike Tiddy, SCR/PI
High Point City School
P. O. Box 789
High Point, NC 27261

John Bost, SCR/PI
Lexington City School
P. O. Box 1068
Lexington, NC 27292 #254

George Pierce, SCR
Orange County Schools
200 East King Street
Hillsborough, NC 27278 #291

Barbara Currier, SCR
Person County Schools
P. O. Drawer 1078
Roxboro, NC 27573 #2203

Loraye Hughes, SCR/PI
Randolph County Schools
2222 S. Fayetteville St.
Asheboro, NC 27203 #266

Penny Barham, SCR/PI
Reidsville City Schools
920 Johnson Street
Reidsville, NC 27320 #2222

REGION V CONTINUED/REGIONS VI & VII

Jasper Van Sharpe, SCR/PI
Rockingham County Schools
P. O. Box 8
Wentworth, NC 27375 #2223

Bonnie Hall, SCR/PI
Stokes County Schools
P. O. Box 50
Danbury, NC 27016 #2240

David Essic, SCR/PI
Thomasville City School
P. O. Box 548
Thomasville, NC 27360

Donnie Joyce, SCR/PI
Western Rockingham City Sch.
306 West Decatur Street
Madison, NC 27025

v Shields, SCR
.ston-Salem/Forsyth County
P. O. Box 2513
Winston-Salem, NC 27102 #226

REGION VI

Walter Smith, SCR/PI
Albemarle City Schools
P. O. Box 220
Albemarle, NC 28001 #393

Stephen James, SCR
Anson County Schools
P. O. Box 719
Wadesboro, NC 28170 #382

Margaret Dabbs, SCR
Cabarrus County Schools
P. O. Box 388
Concord, NC 28026-0388 #502

Beverly Mauldin, SCR
Charlotte/Mecklenburg County
P. O. Box 30035
Charlotte, NC 28230 #520-A

Catherine Melton, SCR/PI
Cleveland County Schools
130 S. Post Road
Shelby, NC 28150 #641

Don Saine, SCR
Gaston County Schools
P. O. Box 1397
Gastonia, NC 28052 #651

Ernest Macon, SCR
Kannapolis City Schools
P. O. Box 430
Kannapolis, NC 28081 #501-A

William Hager, SCR/PI
Kings Mountain City Schools
P. O. Box 192
Kings Mountain, NC 28086 641-A

CS Coordinator
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P. O. Box 400
Lincolnton, NC 28092 #661

Joe Fielden, SCR/PI
Monroe City Schools
6th Fl., Union Co., Cthse.
Monroe, NC 28110 #383

Linda Misenheimer, SCR/PI
Rowan County Schools
P. O. Box 1348
Salisbury, NC 28144 #243

Herbert Rhodes, SCR/PI
Salisbury City Schools
Center-Parkview Circle
Salisbury, NC 28144 #243

David Grose, SCR/PI
Shelby City Schools
315 Patton Drive
Shelby, NC 28150 #641

Ann Lowder, SCR/PI
Stanly County Schools
P. O. Box 1399
Albemarle, NC 28001 #393

Jerri Presson, SCR
Union County Schools
P. O. Drawer 499
Monroe, NC 28110 #383

REGION VII

Jim Sprinkle, SCR/PI
Alexander County Schools
P. O. Box 128
Taylorsville, NC 28681 #601

Frank Busic, SCR/PI
Alleghany County Schools
One Peachtree Street
Sparta, NC 28675 #807

Ken Cooper, SCR/PI
Ashe County Schools
P. O. Box 604
Jefferson, NC 28640 #809

Niel Stewart, SCR/PI
Avery County Schools
P. O. Box 397
Newland, NC 28657 #8842

Max Baker, SCR
Burke County Schools
P. O. Drawer 989
Morganton, NC 28655 #612

Dave Alexander, SCR/PI
Caldwell County Schools
P. O. Drawer 1590
Lenoir, NC 28645 #801

Mike Hendrix, SCR/PI
Davie County Schools
220 Cherry Street
Mocksville, NC 27028 #531

Kathy Mounce, SCR/PI
Elkin City Schools
P. O. Box 190
Elkin, NC 28621

REGION VII CONTINUED/REGION VIII

Judy B. Ball, SCR/PI
Iredell County Schools
c/o Special Services
1147 Salisbury Road
Statesville, NC 28677 #232

Richard Lowder, SCR/PI
Mooresville City Schools
P. O. Box 119
Mooresville, NC 28115 #521

Donnie Johnson, SCR
Mount Airy City School
P. O. Box 710
Mount Airy, NC 27030

Robert Mason, SCR
Newton-Conover Hickory/Catawba
P. O. Box 786
Newton, NC 28658

Pam Aman, SCR
tesville City School
P. O. Box 911
Statesville, NC 28677 #232

Betsy McNichols, SCR/PI
Surry County Schools
P. O. Box 354
Dobson, NC 27017 #804

Charles Lentz, SCR/PI
Watauga County Schools
P. O. Box 1790
Boone, NC 28607 #830

Charles Parker, SCR/PI
Wilkes County Schools
201 West Main Street
Wilkesboro, NC 28697 #811

David Brown, SCR/PI
Yadkin County Schools
Route 1, Box 45B
nville, NC 27011

REGION VIII

Carolyn Moore, SCR/PI
Asheville City School
P. O. Box 7347
Asheville, NC 28807 #681

Harold Zeugner, SCR
Buncombe County Schools
P. O. Box 15055
Asheville, NC 28813 #681

Cindy P. Martin, SCR
Cherokee County Schools
P. O. Box 710
Murphy, NC 28906

Ken Ball, SCR/PI
Clay County Schools
P. O. Box 178
Hayesville, NC 28904

Maxcine Williams, SCR/PI
Graham County Schools
P. O. Box 605
Robbinsville, NC 28771

Betty J. Smathers, SCR
Haywood County Schools
1615 North Main Street
Waynesville, NC 28786 #914

Steve Norwood, SCR/PI
Henderson County Schools
P. O. Box 1700
Hendersonville, NC 28379 #678

Cheryl Tuller, SCR
Hendersonville City Schools
P. O. Box 340
Hendersonville, NC 28739 #679

Dave Waldrop, SCR/PI
Jackson County Schools
P. O. Box 277
Sylva, NC 28779 #920

Joanne Clark, SCR/PI
Macon County Schools
P. O. Box 749
Franklin, NC 28734

Mike Allen, SCR/PI
Madison County Schools
Box 308, Courthouse
Marshall, NC 28753

Beverly Reep, SCR/PI
McDowell County Schools
P. O. Box 130
Marion, NC 28752 #691

Helen McKinney, SCR/PI
Mitchell County Schools
115 School Road
Bakersville, NC 28705

Joan Nash, SCR/PI
Polk County Schools
P. O. Box 697
Columbus, NC 28722 #675

Faye Johnson, SCR/PI
Rutherford County Schools
219 Fairground Road
Spindale, NC 28160 #671

Bert Williams, SCR/PI
Swain County Schools
P. O. Box U
Bryson City, NC 28713 #930

Tim Ellenberger, SCR/PI
Transylvania County Schools
Brevard Elem. School
Brevard, NC 28712 #6601

Joseph Wray, SCR/PI
Tryon City School
P. O. Box 850
Tryon, NC 28782

Ken Hicks, SCR/PI
Yancey County Schools
620 West Main Street
Burnsville, NC 28714

GEOGRAPHICAL RESOURCES FOR THE CLASSROOM INSTRUCTOR*

Like any other resource not all geographic resources relate to you subject matter area but many will. As you travel throughout the school district learn where your subject relates to these resources and be prepared to use them effectively as a facilitator of learning.

PARKS AND RECREATION AREAS

RIVERS AND STREAMS

SEWAGE AND WATER TREATMENT PLANTS

STORES AND RESTAURANTS

CONSTRUCTION SITES AND VACANT LOTS

HOSPITALS

COLLEGES OR UNIVERSITIES

BANKS AND SAVINGS INSTITUTIONS

DEPOTS AND TERMINALS

SENIOR CITIZEN AND YOUTH CENTERS

CHURCHES AND SHRINES

BEACHES AND MOUNTAINS

QUARRIES AND GRAVEL PITS

FIRE AND POLICE STATIONS

NEIGHBOR'S HOUSES AND YARDS

MUSEUMS AND LIBRARIES

ZOOS AND GAME PRESERVES

FARMS AND RANCHES

DAIRIES AND ORCHARDS

FISH FARMS AND NURSERIES

MILITARY BASES OR OFFICES

ANIMAL SHELTERS AND MEAT PACKING PLANTS

FACTORIES AND MILLS

FORESTS AND DESERTS

LAKES AND DAMS

*(TAKEN FROM DONNA L. HAGER AND OTHERS' PUBLICATION, COMMUNITY INVOLVEMENT FOR CLASSROOM TEACHERS)

CHARLOTTE-MECKLENBURG SCHOOLS

COMMUNITY RESOURCE DATA SHEET

PLEASE RETURN TO: Community Resource Program
Teaching/Learning Center
428 West Blvd.
Charlotte, N.C. 28203

(Please print)

NAME: Ms. / Mr. _____ (last) _____ (first) _____ (middle initial) DATE _____

ADDRESS: Home _____ _____ (zip) PHONE _____

Business _____ _____ (zip) PHONE _____

EMPLOYER: _____

WHEN CAN YOU SERVE? _____
(Complete one or more)

- ☐ Mondays from _____ to _____
- ☐ Tuesdays from _____ to _____
- ☐ Wednesdays from _____ to _____
- ☐ Thursdays from _____ to _____
- ☐ Fridays from _____ to _____

_____ Maximum number of times per year.
_____ How far in advance should we contact you?

WHERE CAN YOU SERVE? _____

Do you have travel limitations?
☐ yes ☐ no
If yes, what are they? _____

PRESENTATION INFORMATION _____

TOPIC TITLE _____

Will you be making this presentation as a corporation or agency representative? ☐ yes ☐ no

BACKGROUND or EXPERIENCE related to presentation: (school, job, technical training, hobby, travel experience, etc.) _____

TYPE(S) OF INFORMATION IN PRESENTATION:
- ☐ Job skill
- ☐ Travel
- ☐ Hobby
- ☐ Cultural Background
- ☐ Other _____

METHOD(S) OF PRESENTATION:
- ☐ Hands-on display
- ☐ Student participation/craft
- ☐ Lecture
- ☐ Audio-visual
- ☐ Field trip
- ☐ Kit of materials
- ☐ Brochure/hand-outs
- ☐ Other _____

STUDENT GRADE LEVEL(S) APPROPRIATE FOR PRESENTATION:
- ☐ K-3 (ages 5-9)
- ☐ 4-6 (ages 9-12)
- ☐ 7-9 (ages 12-15)
- ☐ 10-12 (ages 15-18)

OTHER SPECIFICS:

_____ Amount of time needed to make presentation

_____ Optimum number in student group

Special equipment and/or arrangements needed:

_____

_____

Please specify equipment you can provide.

_____

_____

GENERAL DESCRIPTION OF YOUR PRESENTATION:

_____

_____

_____

CHARLOTTE-MECKLENBURG SCHOOLS

1250.2
9/85

COMMUNITY RESOURCE REQUEST

(Please print in ink)

ID# & RESOURCE TOPIC _____

SUBJECT & GRADE OF CLASS _____

DATES & TIMES REQUESTED:
(If more than one date is necessary to meet your needs, please fill out both #1 and #2 and the respective alternate choices.)

1. Date:_____ Time:_____ to _____ _____ Number of presentations per day
Alternate:_____ Time:_____ to _____ _____ Number of students per class
Alternate:_____ Time:_____ to _____

2. Date:_____ Time:_____ to _____ _____ Number of presentations per day
Alternate:_____ Time:_____ to _____ _____ Number of students per class
Alternate:_____ Time:_____ to _____

WHAT CURRICULUM CONCEPT SHOULD BE THE FOCUS OF THE PRESENTATION? _____

_____

REQUESTING TEACHER _____ API _____

SCHOOL _____ ROOM _____ TELEPHONE _____

ADDRESS _____ COURIER CODE _____

Please be sure all blanks are completed (unless #2 is not necessary) and allow at least ten school days for processing.

OFFICE USE ONLY DATE RECEIVED _____ DATE CONFIRMATIONS SENT _____

CHARLOTTE-MECKLENBURG SCHOOLS

1250.3
3/87

COMMUNITY RESOURCE CONFIRMATION

WHO IS PRESENTING? _____

Resource person

Address

Telephone

WHAT IS THE SUBJECT? _____

Topic Title

Method of presentation

Special equipment needed

To be provided by _____ school _____ resource

WHEN? _____

M T W TH F

Date

Time(s)

WHERE? _____

School name

Address

Telephone Room #

FOR WHOM? _____

Requesting teacher

Grade/Subject

_____ in each of _____

Students # Presentations

Please complete the enclosed evaluation sheet after the visit.
If you have questions, please call the teacher at the school number listed above or the Community Resource representative at 376-0122, ext. 63.
If postponement/cancellation is necessary, please notify the teacher as soon as possible.
Confirmation sent _____ by _____

Copies to teacher, resource person, API, resource bank.

- If your presentation is more than 30 minutes long, it would be wise to plan a stretch break for the lower elementary school children at the midway point.

- If the group is obviously getting restless and the teacher does not act to terminate the presentation, take the initiative for closing. A good way to do this is by saying, "I'll have time for just two more questions." Once you have said this, be sure to stop after the second question.

DELIVERY

- An effective presentation should not be rushed. The content should not be so extensive that this would be necessary. Give the students the feeling that you want to spend the time with them.

- Both you and the students will enjoy their participation in your talk. Try to involve them by directing questions to them, encouraging their questions, and/or asking for their help in demonstrations.

- The attention of your audience will be improved if you maintain eye contact with them so that they feel you are speaking to them personally.

- Disciplining, if necessary, is the responsibility of the teacher. If you feel that proper order is not being maintained, feel free to terminate your presentation at any time. It is helpful to briefly mention this to the teacher before your presentation.

- It is not advisable to pass around artifacts during your presentation as this draws attention away from you. Time can be allowed at the end of the session for students to get a closer look.

- If you have artifacts for the students to see but not touch, please make this request known.

- If you are planning to use artifacts, particularly small ones, it is suggested that you mount them on cardboard or some other material for easier display.

- For lower grade presentations, it is better to ask the students, "What else do you want to know?" rather than, "Do you have any questions?" This is because of their difficulty in making the distinction between asking questions and simple relating information.

- Try to leave the class with a challenge for them to do further research after you leave.

The Charlotte-Mecklenburg School System does not discriminate against any person on the basis of sex, race, color, religion, national origin, age or handicap in any of its educational or employment programs or activities.

CHARLOTTE-MECKLENBURG SCHOOLS

COMMUNITY RESOURCE PROGRAM

GUIDELINES FOR VOLUNTEERS

Our thanks to the Minneapolis Public Schools and the Dallas Independent School District for ideas used in this guide.

-126-
I-5-6-
1250.5
1/84

CHARLOTTE-MECKLENBURG SCHOOLS
EVALUATION OF VISIT BY RESOURCE PERSON

Please complete this form after your visit to the school or the school group's visit to your site, then return it to the Community Resource Office in the Teaching/Learning Center, Staff Development Center, 428 West Blvd., Charlotte 28203.

Your Name _____ Topic/Field Trip Location _____

School _____ Date of Visit _____

Teacher _____ Grade/Subject _____

Were arrangements made by the Community Resource Office satisfactory? _____yes _____no

Comments: _____
In retrospect, is there anything you would change about your presentation? _____

_____

From your perspective, is there anything you would change about the student group? _____

_____

In general, was your experience _____excellent, _____good, _____fair, _____poor?

What other suggestions do you have? _____

_____

Thank you for your comments. They help to determine the appropriate educational application of this activity and ways in which our service might be improved.

CHARLOTTE-MECKLENBURG SCHOOLS
TEACHER EVALUATION OF COMMUNITY RESOURCE

1250.4
1/84

Please complete this form after the resource visit and return it to the Community Resource Office in the Teaching/Learning Center (courier #771).

Resource Person _____ Date of Visit _____

Topic Title _____ Presentation Method _____

Were the arrangements made by the Community Resource Office satisfactory: _____yes _____no
Comments/Suggestions: _____

_____

Was the presentation appropriate for your curriculum needs: _____yes _____no

Was the presentation appropriate for the age group? _____yes _____no

Was the resource well prepared? _____yes _____no

Was the resource on time? _____yes _____no

In general, the visit was _____excellent, _____good, _____fair, _____poor.

Other comments or suggestions: _____

_____

Teacher_____ School_____ Grade/Subject_____
Thank you for your comments. They help to determine the appropriate educational application for this activity and ways in which our service might be improved.

volunteer

Charlotte-Mecklenburg Schools

COMMUNITY RESOURCE PROGRAM
(suggested Thank You Note)

_____ Date

Dear _____,

Our class enjoyed your interesting presentation on _____

_____.

SAMPLE

Many thanks for your time, interest, and energy. You made a big difference in our day and in our studies.

Sincerely,

_____ Teacher

_____ School

COMMUNITY

RESOURCE

VOLUNTEERS

1987-88

Winston-Salem/Forsyth County Schools
P.O. Box 2513, Winston-Salem, N.C. 27102
Kay Shields, Coordinator of Community
Schools/Volunteers

Securing a Volunteer

The Community Resource Volunteers are listed in the Contact Book. Several copies have been placed in convenient locations by your Media Coordinator.

The presentations are organized in ten subject-area categories and are listed alphabetically by title within each category.

Grade level notations are not meant to suggest the appropriateness of the topic in the curriculum of these grade levels; the relevance to the contact areas should be determined by the teacher.

In most cases, you may request a presentation for a grade level other than those indicated. However, in requesting a presentation for another level, keep in mind that the volunteer may not be prepared to adapt the presentation to the vocabulary and needs of the students. Discuss this with the volunteer before making arrangements for presentation and determine whether the presentation is adaptable or appropriate.

Decide which presentation fits into the curriculum to:
- introduce a unit or motivate students
- present basic information
- culminate or review a unit of study
- demonstrate a skill, or
- supplement classroom instruction and conventional resources

Telephone the volunteer to set up the time and place of the presentation. At this time also discuss:
- the exact content and length of the presentation desired and how it relates to what your class is studying
- the size and any special needs of the class
- equipment and supplies needed
- transportation arrangements if necessary

Record the time and date for the presentation. Note any special arrangements or equipment needed.

Preparing for the Volunteer

Prepare your students

- Give them an idea of who is coming and what the volunteer will present
- Involve them in the subject matter through activities, research, discussions, and helping them develop questions.
- Arrange for a student to greet and guide the volunteer to the room.

- Arrange for a student to introduce the volunteer to the class.
- Prepare a student to thank the volunteer at the conclusion of the presentation.

Be sure the requested equipment and supplies are available and in working order.

Alert the office of the volunteer's planned arrival.

Be available to assist the volunteer during the presentation. The volunteer is responsible for the presentation and student interest, not for classroom discipline or equipment problems.

Follow-up Activities

Thank you letters from the students are a source of joy to the volunteers and offer an excellent language experience. (Illustrated letters are fun for elementary students.)

If the volunteer has provided any additional contact or information, keep in touch. If for any reason the volunteer is unable to follow through with his intentions, be sure to inform the students.

The Role of Media Coordinator

The Media Coordinator serves as a facilitator in the Community Resource Volunteer (CRV) Program by:

- Receiving the CRV Contact Books and placing them together
  .the Media Center
  .the Teacher's Lounge
  .convenient locations, e.g., with Department or Grade Chairman

- Receiving and distributing information to teachers such as:
  .the Teacher's Guide
  .updates on new volunteers or volunteers who are no longer able to serve in our schools

- Assisting teachers with questions and problems which may arise. Sometimes a volunteer may have to decline an invitation to come to a school. This may be discouraging to a teacher. Media Coordinators can help the teacher to understand the Volunteer's other commitments and can help by searching for a replacement or by contacting the Volunteer Office for further assistance.

- Referring new people as potential Community Resource Volunteers.

PRESENTATIONS AVAILABLE

10-ARTS, CRAFTS AND HOBBIES

PRESENTATION	TITLE & LEVEL	PAGE
10-223a	Antique Glassware (7-12)	1
10-104b	Art As a Career (10-12)	1
10-452a	Basic Photography (4-6)	2
10-430b	Basket Weaving (K-12)	2
10-452b	Black & White Printing and Film Developing (4-6)	3
10-376	Caning & Basketweaving (K-8)	3
10-430c	Chair Caning (K-12)	4
10-458	Chinese Art (7-12)	4
10-440	Colonial Heritage Crafts (K-12)	5
10-279a	Graphic Arts (7-12)	5
10-104a	History of Art, The (11-12)	6
10-430a	Lamp Shade Sculpture (K-12)	6
10-361	Old and New Crafts (K-12)	7
10-223b	Painting - Why Paint? (7-12)	7
10-279b	Photography (7-12)	8
10-431	Photography (10-12)	8
10-374	Quilting (K-5)	9
10-442	Quilting - Afro American (K-6)	9
10-373	Toymaking (K-12)	10

<u>See Also</u>

18-282	Birds (1-6)	87
15-278b	Stereo Speaker Building (9-12)	59

10-Arts, Crafts, and Hobbies
ANTIQUE GLASSWARE
Grades 7-12
10-223a

Gene Hege
P.O. Box 55
Lewisville, N.C. 27023
945-5493/945-5803

MAXIMUM NUMBER OF STUDENTS: any

LENGTH OF PRESENTATION: 1 period

TRANSPORTATION NEEDED: no

MAXIMUM NUMBER OF PRESENTATIONS: open

EQUIPMENT NEEDED: NONE

SPECIAL ARRANGEMENTS: none

DESCRIPTION OF PRESENTATION: An artist/antique dealer who collects antique glassware will bring samples of various types from various periods and will speak on various glassware techniques and value.

10-Arts, Crafts, and Hobbies
ART AS A CAREER
Grades 10-12
10-104b

Vern Mock
1105 Brookstown Avenue
Winston-Salem, N.C. 27101
724-0042

MAXIMUM NUMBER OF STUDENTS: any

LENGTH OF PRESENTATION: as requested

TRANSPORTATION NEEDED: no

MAXIMUM NUMBER OF PRESENTATIONS: as schedule allows

EQUIPMENT NEEDED: none

SPECIAL ARRANGEMENTS: suggest combining classes. Will work with entire student body if desired.

DESCRIPTION OF PRESENTATION: An artist with 42 years experience will discuss art as a vocation and will show examples of commercial artwork.

BIBLIOGRAPHY
UNIT I REFERENCES

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